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ABSTRACT

The Joint Hearing before the U.S. Senate's Subcommittee on Education and the Special Subcommittee on Human Resources was particulary concerned with the problems of bilingual education. The hearing, held February 1973 in Los Angeles, California, focused on the Southwest in general and on California in particular because of the greater bilingual needs in these areas. The Bilingual Act first became law as a part of the Elementary and Secondary Education Act Amendments (ESEA) of 1967. Now, however, since nearly $100 million has been spent under the bilingual education program during the past 5 years, the time has come for an assessment of the needs of bilingual education and the ability of the act to meet those needs. Statements on the needs of Mexican Americans in both California and the Southwest as a whole were presented by community representatives, manpower development personnel, Southwestern and Los Angeles educators, U.S. Representatives from California, and members of the California State Department of Education. Additional information was covered by articles and publications, such as "Bienvenidos: Mexican Americans Hail Opening of Occupational Center", and "The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest". Selected tables detail: California -- total and Spanish language population by county (1970); Department of Health, Education, and Welfare Budget (fiscal 1972, 1973); Spanish surnamed students -- University of Southern California; and U.S. Government employment statistics (1970). (KM)

BILINGUAL EDUCATION, HEALTH, AND MANPOWER PROGRAMS, 1973

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JOINT HEARING

BEFORE THE

SUBCOMMITTEE ON EDUCATION

AND THE

SPECIAL SUBCOMMITTEE ON HUMAN RESOURCES

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE

UNITED STATES SENATE

NINETY-THIRD CONGRESS

FIRST SESSION

ON

EXAMINATION OF THE PROBLEMS OF BILINGUAL EDUCATION, HEALTH, AND MANPOWER PROGRAMS

FEBRUARY 26, 1973

LOS ANGELES, CALIF.

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BILINGUAL EDUCATION, HEALTH, AND MANPOWER PROGRAMS, 1973

MONDAY, FEBRUARY 26, 1973

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION,
AND THE SPECIAL SUBCOMMITTEE ON HUMAN RESOURCES
OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE
East Los Angeles, Calif.

The subcommittees met, pursuant to notice, at 9:30 a.m. in the Lincoln High School Auditorium, 3501 North Broadway, Senator Claiborne Pell, chairman of the Subcommittee on Education, presiding.

Present: Senators Pell and Cranston (Chairman of the Special Subcommittee on Human Resources).

Senator Pell. Today's hearing is particularly concerned with the problems of bilingual education. While their is a national need for bilingual education and there is a greater need here in California, and in the southwest in general. For that reason, Senator Cranston and I and the subcommittees are holding this field hearing here in Los Angeles.

It's the first field hearing of the subcommittee in a great many months.

The Bilingual Act first became law as a part of the Elementary and Secondary Education Amendments of 1967. The Senate Committee on Labor and Public Welfare assessed the needs of bilingual education and made the problem a reality over the objections of the executive branch.

In 1967, initially $7½ million was appropriated for the bilingual educational program. This program was reviewed extensively this last year. With the appropriation in fiscal 1973, the Congress made available $41 million for bilingual education. Which was later due to administration budget pressures.

Now, however, since nearly $100 million has been spent under the bilingual educational program during the past 5 years, the time has come for an assessment of the needs of bilingual education and the ability of the act to meet those needs.

During the 1973 Congress, it is my hope that a subcommittee will be able to conduct hearings on many elementary and secondary education programs including bilingual education. Hearing held away from Washington listening to the people who are most affected by our decisions.

I am very glad to have with me Senator Alan Cranston. Senator Cranston has been deeply concerned with the problems of bilingual education. I am sure I need not tell you of his earnest dedication to

the educational needs of the American children which has been of valuable assistance to the subcommittee. Since he became a member of the Senate in 1969, he has very thoroughly assessed the educational needs of American young people and the means through which those needs can be met. The whole subcommittee will be depending heavily upon Senator Cranston in reviewing bilingual education as well as in connection with other problems that come before us.

I will have to leave this hearing at half past ten. Senator Cranston will continue the hearing. Any witnesses who may not be on the schedule and who wish to speak should let us know—Senator Cranston will be pleased to hear them.

Senator CRANSTON. Thank you, Mr. Chairman. All of us in this auditorium are very much in your debt for your concerned and forceful leadership on education matters that face the country. You are one of education's best friends. Clearly, this important hearing could not have been convened today without your interest and support.

Bilingual programs have many friends in the U.S. Congress. Two of them serve this community: Congressmen Roybal and Danielson. They have consistently supported Federal bilingual efforts. Bilingual programs are getting greater support in Sacramento, as well, where a $5 million State bilingual program authorized by Assemblyman Peter Chacon recently became law.

So, those of us who have worked hard at building bilingual services, to try to meet the very great need for such services, know that there are many who support us and help us. And yet, as I look at the situation in our Nation's Capital today, I am deeply concerned, I am concerned because I see Federal bilingual programs being starved to death by an administration that is callous and indifferent to the tragedy of educational neglect that faces children and adults with language difficulties.

In terms of bilingual education programs, let me be specific. In 1967, Congress passed the first Federal bilingual education measure. It permits the Federal funding of a wide range of activities essential to building sound bilingual education programs. Yet, 6 years later, the preliminary budget designed by this administration contained not 1 cent for the bilingual education program. It was only because of the outrage this elicited from the educational groups and Members of Congress that money was put back into the program. Even so, the amount is substantially less than is being spent in fiscal 1973, and $25 million less than the Congress had appropriated twice, only to be met both times by Presidential vetoes.

As many of you know, there is an Education Professions Development Act that permits funding of teacher training programs. Although there is an urgent need for 100,000 teachers with specialized training to properly serve the 5 million bilingual children in our country, the administration's proposed budget for 1974 contains—again—not 1 cent for the training of bilingual teachers.

Senator Pell will recall how hard we fought—along with Senator Kennedy and others—to get funds earmarked especially for bilingual programs in Federal legislation aimed at ending segregation. The Congress appropriated $270.6 million, of which about $10 million would have gone to special bilingual programs, some of them here in this community.

But the administration now says it will spend—regardless of what Congress wants—just $32 million of the total amount, which means that very few dollars will be available for the bilingual programs the Government had promised.

Last year, during debate on the higher education bill, I authored an amendment that stopped the U.S. Office of Education from taking moneys from one program to fund another. That's a popular practice in the Federal bureaucracy, and my intent was to protect already meager bilingual funds. As a side effect of that amendment, which is now law, than Secretary of Health, Education, and Welfare, Elliot Richardson, agreed to raise the bilingual education program to the status of a division. He held faithfully to that agreement. But, in recent days, I have received reliable information indicating that the Department now plans to drop the bilingual program back to its former, lower status. I have written Secretary Weinberger in strong protest of this action.

This renewed effort to downgrade the importance of bilingual education is another hurdle we have to overcome as we move toward equal educational opportunity for all.

It is important, I think, that in our efforts to build bilingual services, we realize that the need is multifaceted. To attempt to deal with the significant obstacles to quality education is a priority that must be implemented rapidly. But, we must also address the needs of those who are no longer involved in the traditional educational experience—those people now out of school and working to provide for themselves and their families.

During the 1970 comprehensive manpower legislation hearings, the Equal Employment Opportunity Commission submitted figures to the Subcommittee on Employment, Manpower and Poverty, which indicated that nearly 70 percent of all male Spanish-surnamed Americans work in the lowest paying occupational categories. Those figures, and others like them, clearly illustrate that the challenge of employment is no "challenge" at all for our citizens of limited English-speaking ability. Rather, it is condemnation to the lowest paying jobs, the least security, the most minimal opportunities for advancement and the gross indignity of finding that a rich, cultural heritage has no value in the American marketplace.

The Congress recognized the need for meaningful job training—connected to real job opportunities—2 years ago through the passage of the 1970 comprehensive manpower legislation. That legislation provided, in a provision I sponsored, for a comprehensive bilingual manpower training program. Unfortunately, this important legislation was vetoed by the President.

I plan to introduce legislation shortly providing for bilingual manpower training—improved over the provisions of the vetoed 1970 bill, so as to tie such training directly to jobs in an attempt to begin to deal with the specific and unique job training needs of limited-English-speaking peoples.

I am pleased and grateful that a man with wide experience and abilities has come to testify today and provide us with the benefit of his considerable knowledge of manpower programs—Mr. Richard Amador, president of the Los Angeles Manpower Association (LAMA).

An area in which the individual whose primary language is not English meets particular difficulties is that of securing health care. There are three major factors involved; first, the inability of the non-English-speaking individual to enter the system as a patient because of his inability to make himself understood, or to understand the system; second, the cultural sensitivities which make communication or understanding of health programs difficult; and third, the fierce competition for student places in health training institutions which mitigates against the enrollment of the student whose cultural or social background hinders him from performing well on standard entrance examinations geared to the scope of knowledge of the affluent middle-class.

In addition, these cultural and language difficulties are frequently compounded by financial difficulties which deter many young people from seriously considering education in the health field because of the years of commitment required for training at the professional level.

I am very pleased that Mr. Jose Duarte, executive director of the East Los Angeles Health Task Force, will be presenting testimony today. Mr. Duarte has been a leader in the Chicano community in developing health services for the community and in encouraging young people to enter the health fields. He has been active in developing a program for recruitment of Chicanos in the nurse training institutions of Los Angeles County which has had considerable success. I look forward to hearing from him on the obstacles the Chicano faces in trying to participate in health programs, both as a consumer and as provider, and ways in which these obstacles can be removed.

I feel certain that Senator Pell will agree with me that this hearing, to be truly helpful, should produce information that is positive and clear, forceful and factual.

You and I feel strongly that well run bilingual programs are both effective and essential.

Not everyone agrees with us, however. It is to those who have doubts that we must address our most diligent, rational efforts.

I believe California is making some significant strides toward giving bilingual citizens the opportunities so long denied them. We have clearly moved ahead, but we are miles from our goal. As Senator from California, I want other States to learn from the California experience, so I am especially grateful to Senator Pell for his enthusiastic cooperation in bringing us together at this critical time, in this important place.

Senator PELL. I would like to stress that this is a bipartisan subcommittee. We try to operate on a bipartisan approach. While no other members were able to be here at this hearing, all the members were invited.

Our first speaker is a fellow Member of the Congress representing from this district, Congressman Roybal.

Senator Cranston, perhaps you would care to introduce him.

Senator CRANSTON. I am delighted to introduce Mr. Roybal, although he needs no introduction in any part of California. He is a great Congressman who is particularly well qualified to speak to us on this particular subject.

STATEMENT OF HON. EDWARD R. ROYBAL, A U.S. REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Congressman ROYBAL: Thank you, Senator Cranston, and Mr. Chairman and the members of the committee.

I would, first of all, like to welcome you to Los Angeles. I welcome you more particularly to Lincoln High School. I think it is more than fitting that these hearings be held here in this school which has a population of approximately 1,900 people or students of which 88 percent of those students are Spanish-speaking.

We are very much concerned because the administration did not include in their 1974 fiscal year moneys for bilingual education and manpower programs.

I would like to compliment both of you gentlemen for your efforts to see that those moneys finally got into the budget. I think this came about because you took the leadership and because many of us in Congress here in Los Angeles worked together towards those funds.

However, the amounts are still substantially less than the amount that was spent in 1973. While we went one step back, we at least made some progress, in that the Bilingual Education and Manpower Programs Act was funded somehow in this present budget.

I think that this subject matter is going to be discussed by others, but I would like to discuss the need for bicultural education. There is some justification for bilingual education and manpower programs and there are those who are working for the schools who truly are sincere in trying to meet the individual needs of the students. Those in those communities should have as one of their primary priorities the development of a bicultural educational program.

Rather as a case in point, I would like to focus this group's attention on the fact that we are the Nation's second largest school district with the Nation's largest enrollment of minority students. This district does not have the bilingual education and manpower programs policy and, even more, it is hard-pressed indeed, and it is certainly unable to implement such a policy because of the lack of being able to hire more bilingual educators. If it is true that the teacher makes the school, we must have these teachers able to teach the Spanish-surname students to be proud and successful in school. He should also be successful in teaching Spanish-surname students their background and to have pride in their heritage. A Spanish-surname educator, in teaching, establishes himself as an attainable goal for the students.

In the past, the only Spanish-surnamed people we found working for the board of education were those working on a custodial level. And I remember quite well when I was going to school that there were no Spanish-surnamed teachers, and the only Spanish person working for the board of education was a janitor and many of us were striving for that particular position because there was no one else that we could try to emulate.

I would like to point out that this is not a matter of redress as an injustice, but that it is an outright necessity for public education to fulfill its goal in our society.

The latest statistics, those of 1972, of teachers and pupils in this district show that there are 148,128 students and 886 professionals with Spanish surnames. This represents, specifically, 23.9 percent of the student body and 3.2 percent of the professional staff.

In 1963, there were 11.5 percent Spanish-surname students with 2.2 percent of Spanish-surnamed educators. In the face of the doubling of percentage of Spanish-surnamed students, the 1 percent increase in the percentage of teachers actually results in a decrease.

In the face of the growing number of minority students, the district is still failing to meet its mandate to equal education, and this is at a time when the district's minority population is in excess of 50 percent of the whole student body. This is discrimination and denial of equal education of the worst kind.

Recent studies have projected a large increase in our bilingual-bicultural studies in the Los Angeles school district. Therefore, if present hiring procedures continue, we will not be able to meet the need of bilingual-bicultural education, and this is the reason why I asked to testify first in this hearing because I want to emphasize the fact that this seems to be a forgotten field, particularly in the secondary level where the district at the present time has absolutely no commitment whatsoever to do anything about bilingual-bicultural educational programs.

Thank you, Mr. Chairman.

Senator PELL. That was a very valuable and excellent statement.

Senator CRANSTON. I also want to thank you very, very much for that very useful statement.

Congressman ROYBAL. May I also thank both of you gentlemen for being in this district. I know that you will get very useful information, particularly from the experts who deal with those problems every day. We have a great deal of confidence in their ability and I think you will agree with me.

Senator PELL. Thank you very much, Congressman. I'm sure that every Congressman wishes that he had the local support that you have.

We now receive for the record a statement from Congressman Rees, who is interested in this subject.

[The prepared statement of Congressman Rees follows:]

PREPARED STATEMENT OF HON. THOMAS M. REES, A U.S. REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. Chairman, built into our educational system are mechanisms which have for years effectively barred Mexican-Americans from participation in American life. Our educational system, with its obvious cultural bias, and its insistence upon the use of English for all activity conducted within the public school system, has prohibited Mexican-Americans from future participation and entry into society. This insistence upon the use of English for all instruction within the public schools, and the reflection of only the dominant Anglo culture within the classroom has seriously injured Mexican-Americans. The injury is reflected on several levels: *First*, basic language skills which are essential for future success in school and in life outside of school, are taught solely in English. For those who do not have high degrees of proficiency in English, these basic language skills are lost forever. The failure to master these skills handicaps many Mexican-Americans throughout their education, and prevents them from ever really achieving success in the classroom. The failure to achieve academic success, then, seriously limits future mobility within society.

Secondly, the damage done by the insistence upon usage of English and dominant Anglo values and beliefs is further seen by the effect that it has on the Mexican-American self-image.

The Mexican-American in our educational system is led to believe that he is not only different, but in fact inferior in terms of background. In order to escape this ego-crushing experience, many Mexican-Americans either drop out of school, or completely relinquish their own heritage. Either alternative results in lost young people, and alienated adults.

It is, and has been obvious to many of us, that the alienation and disenfranchisement of the Mexican-American community can be clearly linked to our educational institutions. For years, the legislature has been appropriating money for research, in order to develop functional bilingual educational programs for our schools. Much talk and some research has been occurring in the area of bilingual education; however, nearly 20 years later, we are still merely discussing the problem.

The time has clearly come, now, to stop talking and start acting. We desperately need bilingual education within our school system. For a country that proudly refers to itself as "the great melting pot," the United States has failed to take the needed step to insure cultural diversity, and the enrichment and development of all its citizens. To fail to take immediate steps in the direction of bilingual education is to deny to large groups of people the rights and benefits of participation in our society. Ultimately, both those who are denied, and those who have denied, will suffer immensely.

In the midst of the present situation, one organization which has made a very significant impact in the areas of bilingual manpower and bilingual education programs is the Jobs for Progress, Inc., SER (Service, Employment, and Redevelopment). SER, which has served Spanish-speaking Americans throughout the southwest for the past seven years, has now expanded its operation by providing services in thirteen states. The basic thrust of the organization's activities has been to assist the disadvantaged, with priority to Spanish-speaking Americans, though bilingual manpower and education programs designed to upgrade the educational and vocational skills of the clientele involved. SER has, as a result, been responsible for effectuating break-throughs in career areas, where few if any Spanish-speaking workers have been employed in the past. SER has been one of the most successful programs of this kind operating in the country; and its performance has won it the support of concerned people in both the public and private sector throughtout the country. If we are truly sincere about our committment to sucessful bilingual manpower and education programs, we must provide continually increasing funding to SER, so this fine organization can meet the needs of a rapidly expanding clientele.

Senator PELL. Our next witness is Gilbert T. Martinez, manager for the bilingual-bicultural task force for the California State Department of Education.

We welcome you here and, incidentally, before we open up, I would like to insert into the record, without objection, a summary of the various educational measures intended to help those who speak other than English, particularly Mexican-American students.

This was in the report of the U.S. Commission on Civil Rights last year, and I thought it was an excellent summary, and I therefore ask that it be put into the record.

[The excerpt referred to follows:]

Excerpted from —

THE EXCLUDED STUDENT

Educational Practices Affecting Mexican Americans in the Southwest

A Report of the

U. S. Commission on Civil Rights

MAY 1972

MEXICAN AMERICAN EDUCATION STUDY

Report III

Photos by:

Joe Mancias, Jr.,
U.S. Commission on Civil Rights

Robert D. Moeser,
Department of Labor

II. PROGRAMS USED BY SCHOOLS TO REMEDY LANGUAGE DEFICIENCIES

Bilingual Education

In a few places Spanish is now trickling into the schools as a language for learning and the concept of bilingualism is gaining respectability. The U.S. Office of Education has defined bilingual education as follows:

> *Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with one's mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.*[18]

Bilingual education is a vehicle which permits non-English speaking children to develop to their full potential as bilingual, bicultural Americans. At the same time, it permits English-speaking children to benefit by developing similar bilingual and bicultural abilities and sensitivities.

There is a great deal of confusion about the

[18] Programs under Bilingual Education Act (Title VII, ESEA), *Manual for Project Applicants and Grantees*, U.S. Office of Education, Mar. 20, 1970, p. 1.

goals, content, and method of bilingual education. For example, the fundamental differences between bilingual education programs and programs in English as a Second Language are very often misunderstood. In a bilingual program, two languages are used as media of instruction. But a program does not qualify as bilingual simply because two languages are taught in it. It is necessary that actual course *content* be presented to the pupils in a foreign language, e.g., world history, biology, or algebra. In addition, there is (or should be) in all of the programs an emphasis on the history and culture of the child whose first language is other than English. For maximum effectiveness, a bilingual program should also be bicultural, teaching two languages *and* two cultures.

In Fiscal Year 1969, the Department of Health, Education, and Welfare (HEW) committed $7.5 million for 76 bilingual education programs. (See Figure 5). Sixty-five of the 76 funded programs were for the Spanish speaking and 51 of these were in the Southwest. A breakdown shows that the per pupil expenditure ranged from $188 in Texas to $1,269 in Colorado, where only one program was funded. (See Figure 5A). California received the most money, $2.3 million, but involved only about half as many students as Texas, which received about $2 million.[24]

The figures for Fiscal Year 1970 show a trend toward more bilingual programs, not only for the Spanish speaking but for other language groups as well. There are 59 new programs; all but four of the 76 original ones are still in operation. The total funds almost tripled, showing an increase of $13.7 million, including $7.9 million new money for programs for the Spanish speaking in the five Southwestern States. Per pupil expenditures in these States range from $272 in Texas to $1,110 in Colorado. An important fact is that per pupil expenditure for programs in languages other than Spanish is more than twice that of programs for the Spanish speaking. (See Figure 5B).

With the exception of a few districts in Texas, almost all bilingual education today is offered in small, scattered pilot programs. The Commission estimated that out of well over a million Mexican Americans in districts with 10 percent or more Mexican American enrollment,[25] only 29,000 Mexican American pupils, as well as about 10,000 pupils of other ethnic groups, were enrolled in bilingual education classes when its survey was taken. The breakdown shows the following distribution of students:

	Mexican American Students	Non-Mexican American Students
Elementary School	26,224	7,784
Secondary School	2,776	2,372

While 6.5 percent of the schools in the survey area have bilingual programs, these are reaching only 2.7 percent of the Mexican American student population. In three States—Arizona, Colorado, and New Mexico—they are reaching less than 1 percent of the Mexican American student population. California has programs in more schools, 8.5 percent, but reaches only 1.7 percent of its Mexican American students whereas Texas serves 5.0 percent of its Mexican American students with programs introduced into 5.9 percent of its schools. (See Figure 6).

Figure 6—Percent of Schools Offering Bilingual Education and the Percent of Mexican American Pupils Enrolled in Bilingual Education Classes by State

State	Percent Of Schools	Percent of Mexican American Pupils Enrolled
Arizona	0*	0*
California	8.5	1.7
Colorado	2.9	.7
New Mexico	4.7	.9
Texas	5.9	5.0
Southwest	6.5	2.7

*Less than one-half of 1 percent

While some of the programs have a good balance of Spanish speaking and English speaking students, programs also exist whose enrollments are nearly 100 percent Spanish speaking. These are mostly at the elementary school level. This disturbs many of the programs's long-time advocates, who did not envision bilingual education as a new device to segregate Chicano students nor as

[24] Division of Plans and Supplementary Centers, ESEA, Title VII Branch, U.S. Office of Education, May 1970.
[25] See Appendix E-6 for exact figures.

Figure 5—FUNDS OBLIGATED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE FOR BILINGUAL EDUCATION FY 1969*

	Funds Obligated	Participants	Number of Programs	Average Per Pupil Expenditures
Spanish Speaking	$6,690,314	23,788	65	$281
Other	777,152	1,749	11	444
Total	$7,467,466	25,537	76	292

Figure 5A—STATE BREAKDOWN OF FUNDS, PARTICIPANTS, PER PUPIL EXPENDITURE, AND NUMBER OF PROGRAMS FY 1969*

State	Funds	Participants	No. of Programs	Average Per Pupil Expenditures
California	$2,298,025	5,680	23	$ 405
Texas	2,028,170	10,790	19	188
New Mexico	333,559	1,370	4	244
Arizona	224,802	757	4	297
Colorado	101,500	80	1	1,269
Total	$4,986,056	18,677	51	$ 267

* Division of Plans and Supplementary Centers, ESEA, Title VII Branch, U.S. Office of Education, May 1970.

FIGURE 5B—FUNDS OBLIGATED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE FOR BILINGUAL EDUCATION FY 1970*

	New Programs	Total Number of Programs	Funds Awarded	Estimated Number of Participants	Average Per Pupil Expenditure
Spanish Speaking	45	108	$17,731,731	47,482	$ 373
Southwest	34	85	12,883,075	33,485	385
Arizona	1	5	641,845	1,285	499
California	18	41	6,467,028	12,457	519
Colorado	1	2	260,823	235	1,110
New Mexico	2	6	636,398	1,570	405
Texas	12	31	4,876,981	17,938	271
Remainder of Country	11	23**	4,848,656	13,997	366
Other	14	23**	3,449,801	4,436	778
Total	59	131	$21,181,532	51,918	$408

*Two programs in each discontinued.
** Information by Division of Plans and Supplementary Centers of ESEA, Title VII Branch, Office of Education, October 1970.

a "compensatory" project for non-English speaking pupils.[28]

Districts throughout the Southwest report a growing need for bilingual teachers for these programs. The Commission estimated the percent of teachers involved in bilingual education programs, as well as the number in in-service training for bilingual education. (As shown in Figure 7). Survey statistics show that only 1.2 percent of Texas' teachers participate in bilingual education programs in that State. The other four Southwestern States show one-half of 1 percent or less.

In all States, many of the teachers working in these programs have had less than six semester hours of training for their assignments. None of the States showed more than 2.0 percent of their teachers taking in-service training for bilingual education during the 1968-69 academic year. Colorado showed no teachers taking in-service training.

An evaluation of the principal features of the first 76 bilingual schooling projects supported by grants under the Bilingual Education Act indicates that "the in-service training components of the 76 projects in most cases consisted of a brief orientation session before the fall term began".[29] The report went on to explain that here is evidence that the "other medium" teachers (those expected to teach some or all of the regular school subject areas through the children's mother tongue) are not adequately prepared to teach in bilingual education programs. In most of the program descriptions, the qualifications for the staff are carefully set forth. Forty-nine of the 76 programs called merely for "bilingualism" or "conversational ability" in the second language. Six stipulated "fluent" bilinguals, while only one or two specified the ability to read, write, and speak the two languages. Some simply state that teachers would be "hopefully" or "preferably" bilinguals.

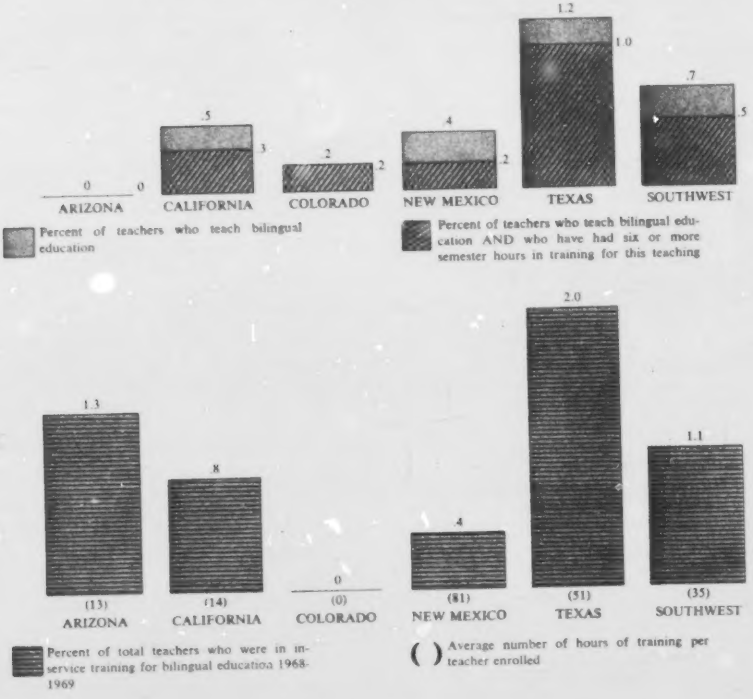
[28] Dr. Albar Pena, Director of Bilingual Education Programs, U.S. Office of Education. Status Report on bilingual education programs given to the Task Force de la Raza at its Albuquerque, N. Mex. conference Nov. 19, 1970.

[29] Gaarder, B., "The First Seventy-Six Programs", U.S. Office of Education, Washington 1970, p. 18.

The evidence indicates that bilingual programs have had little impact on the total Mexican American school population. Despite verbal support from school principals and district superintendents and economic support from the Federal Government, bilingual education reached only 2.7 percent of the Southwest's Mexican American students—about one student out of every 40.

Figure 7

Staff Resources Allocated for the Teaching of Bilingual Education by State



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English As a Second Language

English as a Second Language (ESL) is a program designed to teach English language skills without the presentation of related cultural material. It is taught for only a limited number of hours each week, with English presented to Spanish speaking children in much the same way that a foreign language is taught to English speaking students. The objective is to make non-English speakers competent in English and, by this means, to enable them to become assimilated into the dominant culture. Programs in ESL are very often utilized as a compensatory program for Mexican American students. ESL, a purely linguistic technique, is not a cultural program and, therefore, does not take into consideration the specific educational needs of Mexican Americans as an unique ethnic group. By dealing with the student simply as a non-English speaker, most ESL classes fail to expose children to approaches, attitudes, and materials which take advantage of the rich Mexican American heritage.

A variant of the standard ESL program is the Spanish-to-English "bridge" program. This method uses the child's mother tongue for purposes of instruction as a "bridge" to English, to be crossed as soon as possible and then eliminated entirely in favor of English as the sole medium of instruction. With these the special quarrel is that the bridge very often seems to go only in one direction.[39] Furthermore, because this program deals exclusively with non-English speakers, it provides an invitation for ethnic segregation to occur in schools.

In its survey the Commission found that an estimated 5.5 percent of Mexican American students in the Southwest are receiving some type of English as a Second Language instruction. This is more than twice the proportion receiving bilingual education. A breakdown by States (see Figure 8) shows Texas offering ESL to the highest percentage of Mexican American students—7.1 percent—with Colorado offering it to the lowest—0.9 percent. California has the greatest number of schools offering ESL, 26.4 percent, but the programs reach only 5.2 percent of its Mexican American students.

The study also found that there was a strong correlation between the ethnic composition of schools and the percent of schools and students participating in ESL programs. (See Figure 9).

Figure 8—Percent of Schools Offering ESL and the Percent of Mexican American Students Enrolled in ESL classes by State

State	Percent of Schools Offering ESL	Percent of Mexican American Students Enrolled in ESL
Arizona	9.3	3.8
California	26.4	5.2
Colorado	1.9	.9
New Mexico	15.7	4.5
Texas	15.8	7.1
Southwest	19.7	5.5

A distinct rise is found in both the proportion of schools and the number of Mexican American students participating as the Chicano enrollment increases. However, these programs are much more likely to be found in the institution than to be reaching the Mexican American student. That is, a comparatively large number of schools may be providing the program, particularly where the concentration of the Mexican American pupils is the greatest, but these programs are serving only a small proportion of students. Thus, in the Southwest nearly 50 percent of all schools with an enrollment that is 75 percent or more Mexican American have adopted an ESL program, yet less than 10 percent of the Chicanos enrolled in these schools are served by this type of program. It will be recalled that principals in these same schools reported that almost two-thirds of the first grade pupils fail to speak English as well as their Anglo peers.

Staff resources for ESL are limited. Less than 2 percent of all teachers are assigned to ESL programs, and many of these have less than six semester hours of relevant training. (See Figure 10). In the 1968-69 school year only 2.4 percent were enrolled in ESL in-service training.

Remedial Reading

Remedial reading is a long-established educational concept created to help all students whose reading achievement is below grade level. In the Southwest, low reading achievement has been one of the principal educational problems of the Mexican American student. By the fourth grade, 51 percent of the Southwest's Chicano students are 6

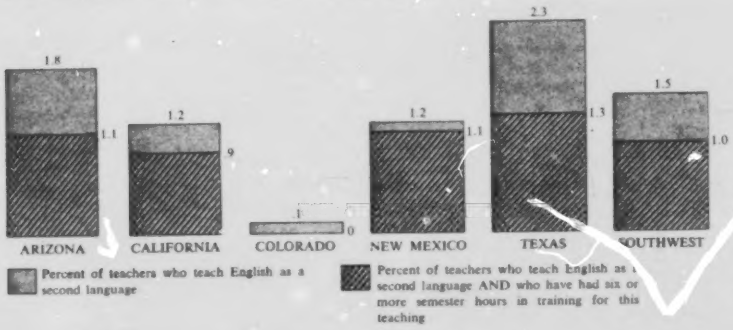
[39] Gaarder, op. cit., p. 2.

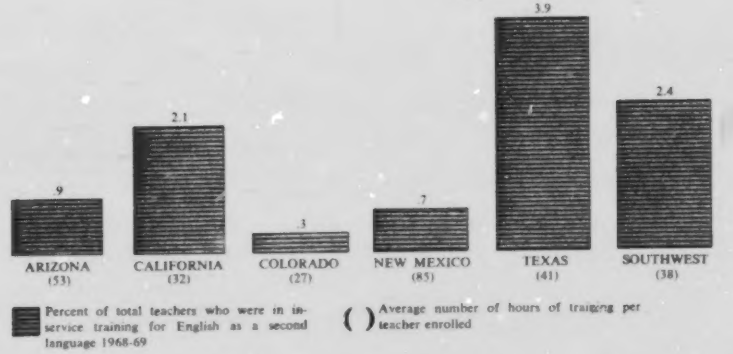
Figure 9—Percent of Schools Offering ESL and Percent of Mexican American Students Enrolled in ESL Classes by Percent of Enrollment that is Mexican American

Percent of Mexican American Enrollment	Percent of Schools Offering ESL	Percent of Mexican American Students Enrolled in ESL
0–24.9	9.4	2.5
25–49.9	27.1	4.0
50–74.9	29.1	4.7
75–100	46.0	9.7

Figure 10

Staff Resources Allocated for the Teaching of English as a Second Language by State





months or more below grade in reading. Seventeen percent are two or more years behind. By the eighth grade, 64 percent of the Chicano students are 6 months or more behind. Finally by the 12th grade, 63 percent of all Chicano students —those "elite" who are left after an estimated 40 percent have already dropped out along the way —are reading 6 months or more below grade level, with 24 percent still reading at the ninth grade level or below.[11]

Using a strictly monolingual approach, remedial reading receives much better acceptance in practice by educators than either bilingual education or ESL. Many Southwestern schools are providing some form of remedial program to improve the ability of the Mexican American children in the language arts. However, the Study shows that although more than half of the Southwest public schools offer remedial reading courses, only 10.7 percent of the region's Mexican American students are actually enrolled in these classes. There is little variation among States. (See Figure 11). Compared to the number of Mexican American students who are experiencing significant difficulties in reading, a figure which surpasses 60 percent in junior and senior high school, the number receiving attention is quite small. Compared to the number who are receiving Bilingual Education (2.7 percent) or English as a Second Language (5.5 percent), however, the figure is more impressive.

Figure 11—Percent of Schools Offering Remedial Reading and Percent of Students Enrolled in Remedial Reading Classes, By State

State	Percent of All Schools	Percent of All Students	Percent of Mexican American Students
Arizona	55.8	8.6	11.4
California	65.3	6.5	10.0
Colorado	58.1	7.1	11.7
New Mexico	40.9	5.7	8.1
Texas	51.5	8.4	11.8
Southwest	58.2	7.0	10.7

Remedial reading is provided to secondary as well as elementary school students and its availability to Mexican Americans is nearly equal at both levels. Elementary schools are providing remedial reading to 10.7 percent of the Chicano students; in secondary schools the figure is 10.6 percent. In each case, it is reaching only one out of every five of these minority students who, by school measurements, need it. Forty-four percent of the Southwest's elementary schools offer no remedial reading at all, while 32 percent of the region's secondary schools fail to offer it.

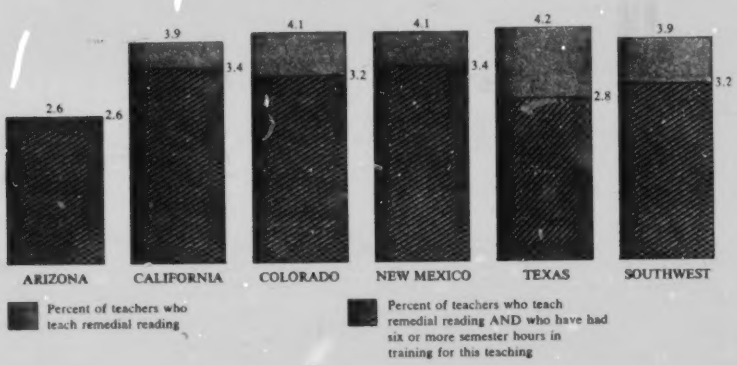
A look at staff resources (see Figure 12) shows that 3.9 percent of the Southwest's teachers teach in remedial reading programs, with 3.2 percent of them having had six or more semester hours of relevant training. In 1968-69, slightly more than 3 percent were receiving remedial reading in-service training.

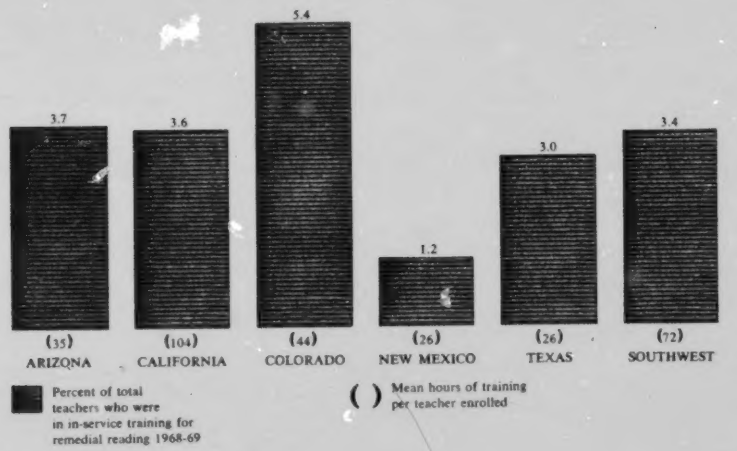
In general, remedial reading programs for the Spanish speaking are no different from those addressed to other "disadvantaged" children. Few special programs significantly modify the school; most are intended to adjust the child to the expectations of the school. Remedial reading focuses on achievement which, in a real sense, is not the problem, but rather a *symptom* of the broader problem of language exclusion in the schools.

[11] See Report II of this series, p. 25.

Figure 12

Staff Resources Allocated for the Teaching of Remedial Reading, by State





Senator PELL. Please proceed Mr. Martinez.

STATEMENT OF GILBERT T. MARTINEZ, MANAGER, BILINGUAL-BICULTURAL TASK FORCE, CALIFORNIA STATE DEPARTMENT OF EDUCATION

Mr. MARTINEZ. Senator Pell and Senator Cranston, my name is Gilbert T. Martinez and I work for the department of education in Sacramento.

Now that you have asked me to summarize the statement, I will attempt to do so and allow for any questions or answers from the distinguished table.

Basically, the need in California is great for bilingual education, both in terms of dollar amounts and in terms of the number of teachers that are needed. We estimate in Sacramento that there are approximately 500,000 youngsters in California today who have a primary language other than English. This includes groups that we choose to call limited English-speaking or non-English-speaking.

The major problems that arise are that we do not have the funds and the resources, the financial resources, and any linkages with higher education to put the total organizational picture together provided with the dollar amounts with the numbers of teachers that are needed and trained in bilingual methodology for the estimated 5 million youngsters today.

If we were to add those that are pre-school or ages 3 to 18, we can see then that the figure is far larger than the estimated 5 million. We are estimating approximately the need for some 23,000 teachers in California today trained in bilingual education and bicultural methodologies. The major problem, again, is a dollar amount to train these teachers.

California is attempting to do its share, at least from the very beginning point of view to fund at least a few programs. Recently, Senator Cranston mentioned a minute ago that an assembly passed a bill entitled "AB 2284" for $5 million. We know that the $5 million is the very beginning of the funds necessary to phase in bilingual education and manpower programs, and we know we can only go to approximately 40 to 60 districts with the $5 million. So, the half million youngsters that are out there today with the number of teachers that are necessary, you can see the awesome task that remains before us.

At the present time, California is spending $10.5 million in 58 school districts. Soon, 26 of these 58 school districts will be in their fifth year. Last year they were operating using Federal financed sources. This, then, is going to limit the numbers of programs which are in operation today in California.

I again emphasize the need of additional dollar amounts. I would like to stress the need for total organization on the part of bilingual education in California. We, in the Department of Education, firmly believe that the organizational structure must change to allow State and local districts to work closer and more harmoniously together, because we firmly believe that the administration of the funds must rest with the State department of education.

We know that education is a State's responsibility and a local function and only a Federal interest. That Federal interest, of course, is specified in the 10th amendment of our Constitution. We hope that

the future of bilingual education will rest with the dollar amounts necessary from a Federal point of view, which will flow through the Department of Education into the school districts and that those dollar amounts are organized to train teachers and reach the maximum number of students possible, and you can see again the awesome task remaining before us.

There are an estimated 500,000 youngsters and the task that remains before us is again very heavy.

Senator Cranston mentioned a minute ago the need for bilingual education and manpower programs about and beyond the 18-year-old or the adult population. A tremendous need is obvious in that particular location or area. We fervently hope that a bill when introduced will take into consideration the need for State organization of bilingual education with dollar amounts funded through the State department of education and that those funds include teacher training and dollar amounts necessary for vocational educators for the adult age age group population.

This, in total, is a brief summary of my statement, Senators. I wonder if there are any questions now.

Senator PELL. You said that there were 500,000 non-English-speaking students, is that correct?

Mr. MARTINEZ. We are estimating approximately 500,000, yes. The best guesstimate is that there are probably 70 to 80 percent of that number that would be Spanish speaking. The rest would be Cantonese. There is a huge problem in San Francisco in terms of those youngsters coming in and also the Filipino children as well as the other dialects of the Filipino group and the Portuguese group in the various populated areas in California.

Senator PELL. From your own experience and from the handling of the bilingual programs today, when do you think the Chicano should be able to reach the level to where he should be functioning in English? In other words, at what age do you think a non-English-speaking child starting in the school system should be speaking perfect English as well as Spanish?

Mr. MARTINEZ. I would suggest that the answer would lie in the junior high school age group, somewhere between 11, 14, and 15. We know that if we start teaching youngsters in the elementary classroom that by the time these youngsters reach approximately the eighth grade that they should be bilingual and biliteral and that's the end product. After that, we would hope that they would be given a chance in the school districts and that they would also be given a system wherein more than one language could be used at the discretion of the youngsters.

Senator PELL. That would be difficult in a nation like ours. I would think that in a country like ours, that this is basically, whether we like it or not, a one-language country and that the ability to speak English should be maintained nationwide.

Mr. MARTINEZ. We believe that bilingual education is really English plus the language of that particular child. Knowing full that in order to compete in this society, you must dominate the English language, but in order to do this, you must also maintain the language you were first taught to speak and use that as a vehicle to get into the English language. We hope to be able to give him those tools that are so necessary.

Senator PELL. Doesn't this really mean that the student will not only learn his American heritage, Anglo-Saxon heritage, but will also contain the Spanish-Mexican heritage as well?

Mr. MARTINEZ. Yes, Senator, in our opinion.

There is, since 1962, a report that bears this out——

Senator PELL. If you would like to state for the record the results, it will be open this week, but let me just summarize now.

What we're saying is that the student should be equally efficient in English and Spanish at some time in junior high school?

Mr. MARTINEZ. Yes, sir.

Senator CRANSTON. Thank you. I'm grateful for your very helpful comments, and I know you feel very strongly that we need the money for these programs. On that point, I have two questions.

First, would you advocate an end to the existing categorical nature of bilingual programs and, second, if State administration money is provided, how much of it will go toward actual bilingual education in projects in California?

Mr. MARTINEZ. Senators, those are very difficult questions to answer, but I will attempt to do so.

We believe that the State responsibility for education rests in Sacramento. We believe that the success of these programs should be the responsibility of the State wherein it lies rather than that of the Federal Government.

Now, in answer to your second question, if I heard you correctly, I would hopefully think it would depend on the numbers of youngsters that will be receiving these dollar amounts in the numerous different school districts. I would assume that probably 2 to 3 percent of the dollar amounts from the Federal Government should go to the State administration for those particular funds.

Senator CRANSTON. One of the most frustrating things in building Federal support for bilingual education is the lack of evaluation data that shows what we know to be the case, that children benefit from bilingual educational programs. The lack occurs in part because the Federal Government hasn't made an effort to collect such information.

What is your feeling on what the Federal Government should be doing in evaluation of bilingual programs?

Mr. MARTINEZ. The major problem there is that the instrument used to measure the success of our programs are practically nonexistent. Those instruments and the instrumentation is presently under development by a federally aided organization in Stockton. It is attempting to provide the field tests and studies which will allow a fair evaluation of student progress. At the present time, it has not had a chance to give birth to that progress; it's going to take a period of time.

Therefore, such time is a criterion which apparently school districts are using in an attempt to measure the success of the students at a certain rate. This, we feel, is probably our best shot at evaluation

From the Federal point of view, I don't know how the Federal Government can give us a good evaluation from that kind of a distance. We firmly believe that we have the services available at the State department level and the expertise to do so if we had again that dollar amount.

Senator CRANSTON. Another frustrating problem that Senator Pell and I encounter is the difficulty in getting information about present programs and present trends in bilingual education.

Do you think this should be a Federal responsibility? How can we be sure that that information is available and disseminated?

Mr. MARTINEZ. I think that would probably be the best role that the Federal Government could place in the Nation. At the present time, there is a project in Austin, Tex., a center which is attempting to disseminate information gathered from the existing approximate 225 bilingual educational programs in this Nation.

It is difficult, at best, for one State to do so. Therefore, the Federal Government, from a national clearing house basis, would, in our opinion, in fact, provide this kind of service.

Senator CRANSTON. In regard to the lack of adequate number of qualified bilingual education teachers, I would appreciate your definition of what a bilingual teacher is, say, at the elementary level and, second, could you estimate what the State and national needs are for training bilingual teachers and teachers' aides?

Mr. MARTINEZ. A bilingual teacher in a given classroom is a teacher who has great empathy for what they are doing and is the best qualified person in terms of understanding the culture of that particular ethnic group. A bilingual teacher is a teacher who understands the child's culture and a person who understands the role of the teacher in relation to the student, and that relationship should be, in my opinion, a humanist's point of view, a person who can really relate, not only to that child, but to that community which spawned that particular child.

In relation to the dollar amounts necessary, at best, I would not have an answer. I don't have an answer. I don't know how, in fact, we can provide an answer.

Senator CRANSTON. I thank you very much.

Senator PELL. Excuse me. I have a couple of questions.

What percentage of people in an area like this do not speak English at all?

Mr. MARTINEZ. I cannot give you even a good guesstimate. However, those who will follow me, I am sure might be able to answer your question.

Sentator PELL. I think this would be an interesting question. One further question along this line.

What percentage of the Mexican-American community came to this area within the last 50 years?

Mr. MARTINEZ. I don't have an answer, Senator. I don't know. I would assume a small percentage because the majority have been here for a long period of time.

Senator PELL. Thank you very much.

[The prepared statement of Mr. Martinez follows:]

UNITED STATES SENATE HEARING ON

BILINGUAL EDUCATION

February 26, 1973
Los Angeles, California

Gilbert Martinez
California Department
of Education

Historically, the limited English speaking child has not fared well in this country in his educational career. For example, the reading levels of Spanish-speaking children have been consistently lower than those of Anglo children. In fact, according to a survey conducted by the U. S. Civil Rights Commission in 1969, 36% of Mexican-American children in California will fail to graduate from high school, 6% of these students have already left school by the eighth grade (p. 14, 2nd report). The enrollment of non-English background students in institutions of higher education is also disproportionately below their percentage of the population. In the California State University and College system, for example, only 5% of the student body is Mexican-American despite their 16% of the state's population. Until corrected very recently, there has been an inordinately large number of non-English speaking children in classes for the mentally retarded and educationally handicapped due to the language related tests used for placement. These examples document the lack of care for or commitment to the education of those who speak a language other than English.

Until very recently, large numbers of states even went so far as to prohibit the instruction in language other than English in the public schools. It was not until 1967 that the California Legislature amended a section of our Education Code which stated that "All schools shall be taught in the English language." This together with teacher attitudes served to hinder the development of <u>any</u> language skills for those unprepared to speak English.

2

Bilingual-Bicultural Education is the process designed to meet the needs of limited English-speaking children. It utilizes the primary or home language of the child as the principal instrument of instruction while at the same time systematically and sequentially teaching him in the language of the dominant culture. It is important to emphasize at the very beginning that bilingual-bicultural education is much more than a language program, but rather a process in which actual course content is presented to the pupils in two languages. In addition, there is in all bilingual programs an emphasis on the history and culture of the participating children. Such a teaching process thus provides an educational environment within which pupils can advance their educational achievement as well as foster their cultural heritage.

Bilingual education rests on the assumption that cognitive development is dependent on language as a vehicle of instruction. As a consequence, where English is the only language of instruction and where the child does not speak English well or at all, then cognitive development is hindered. Further, in the development of an individual's personality, self-worth, self-reliance, and personal confidence are indispensable qualities and bilingual education means affirming the worth of the child by respecting his language and his cultural origin through incorporating these elements into the regular school instructional process.

In order to describe more clearly the need for bilingual education, let us present the California situation. California has, as you know, a large population of ethnic and racial groups with a background in culture and language different from the dominant one. Of over 4.6 million public school pupils. 1.315,173 or approximately one-quarter are from a minority group background. For the Spanish surname, California has close to one-half of the total enrollment of the whole Southwest.

It has been estimated that approximately 450,000 pupils in California's public schools have limited or no English language ability. The majority of these children are speaking Spanish, Mandarin, Cantonese, or Tagolog at home and are unable to function in the English environment of the school. While only 25,000 of these 450,000 are currently being served in bilingual education programs in California, we cannot assume that this great unmet need will even diminish in the near future. Every day in California, additional non-English-speaking people enter California from Mexico, Hong Kong and other areas. We cannot ignore the educational needs of these new Americans.

California also has a desperate deficiency in educational personnel prepared to operate bilingual programs. Institutions of higher education have for years ignored the needs of this particular student population in their teacher-training programs. The 1969 Civil Rights Commission survey found, for example, that only 2% of our teachers were of Spanish surname, and this does not necessarily mean bilingual. Very rarely are there even any adults on the school campus who speak the language of the non-English-speaking pupil.

Because of the tragic need for bilingual education in California, State Superintendent of Public Instruction Wilson Riles and the State Board of Education have made the provision of bilingual programs one of the top educational priorities in the state. A Bilingual-Bicultural Task Force was established within the State Department of Education in 1971, charged with responsibility for developing a plan for meeting the needs of these children. Our first task was to more accurately develop a method to identify those children in the state whose need for bilingual

education was most acute and to identify the resources available for assisting them. We needed to know exactly how many children enter school with no comprehension at all of the English language, how many have but limited comprehension and exactly where those children are located--district, school and grade level. The task force has also addressed the various models of educational programs designed to meet those needs. We are now in the final process of the development of a California Master Plan for bilingual education.

The Department of Education is not alone in their recognition of bilingual education as a high priority area. The State Legislature and the Governor in California have, as have other states (Massachusetts, Alaska, Louisiana), demonstrated their commitment to bilingual education with the passage of the Bilingual Education Act of 1972. This breakthrough legislation provides $5 million in state funds to support programs in bilingual education over the next year and a half.

Funds are to be utilized for a needs assessment and survey in each approved project, as well as for inservice and preservice training for the teachers and teacher aides and the purchase of bilingual materials and textbooks. Classes are to be taught by teachers and/or aides fluent in both English and the primary language of the limited or non-English speaking child, but the costs for such teachers is to be borne by the local district. Additionally, to ensure that these classes are truly bilingual, at least one-third of the participating youngsters will be English speaking.

The State Department of Education, through our Bilingual Task Force, is administering this act in a manner that assures the greatest possible

coordination and cooperation among the various participants, and thus to promote an efficient use of our very limited resources. Also through this administrative arrangement, procedures will be developed for evaluation of the projects tailored to the special needs in California's schools. The bilingual educational program will then be infused in all other educational programs serviced through Sacramento.

Federally, the need for bilingual education were recognized with the enactment of PL 90-247 in 1968. In signing this into law, President Johnson stated: "What this law means, is that we are now giving every child in America a better chance to touch his outermost limits--to reach the farthest edge of his talents and his dreams. We have begun a campaign to unlock the full potential of every boy and girl--regardless of his race or his religion or his father's income."

California currently receives approximately $10.5 million for Title VII programs operating in 56 school districts. With a maximum funding duration of five years, 25,000 are being served in these bilingual programs in three language groups--Cantonese, Portuguese, and Spanish. In addition, four support programs dealing with curriculum development, evaluation and assessment instruments and materials acquisition are being funded from Title VII.

Clearly, Title VII had made a major contribution to bilingual education in California as it has nationwide. It has expanded equal educational opportunity for participating youngsters as well as serving to encourage state and local agencies to respond to this important need. However, the following weaknesses in Title VII should be considered by this committee:

1. There is a need for a more comprehensive approach to bilingual education. The adoption of ESEA Title VII reflected a strong federal concern for limited English-speaking children. However, a categorical approach of this type can only be expected to meet the needs of a small percentage of such children. At most, we can hope that the program will serve as an encouragement to state and local governments to recognize the need.

   We believe that stronger steps could be taken to insure that bilingual education is reflected throughout the educational system. This should start by insuring that the need for these programs is reflected in all of the federal titles. Secondly, the state and local agencies should be strongly encouraged to incorporate it into the development of their own programs.

   In California we are planning the implementation of two major programs of state support to education: 1) Early Childhood Education and 2) aid to educationally disadvantaged. The State Department is insuring that these new thrusts will be closely coordinated to assist in meeting the needs for bilingual education. We believe that a similar approach should be taken nationwide as a prerequisite to federal assistance. This type of approach would materially strengthen the impact of the program and reduce the substantial amount of duplication of effort between Title VII and other programs.

2. There is a need for greater accountability in the operation of ESEA Title VII programs. Unlike most other federal educational programs, Title VII is funded directly from the Office of Education to the local school district. The distance between federal officials and local

program administrators impedes the necessary channels of communication that should exist in a major program of this type. Consequently, the bilingual education programs in California are seldom seen by the federal program office. These programs often suffer from inadequate review and evaluation of their effectiveness.

We believe that the services available through state educational agencies could make a valuable contribution to the improvement of Title VII. This will insure coordination among projects, evaluation of outputs, and provide a focal point for state responsibility for the operation of successful programs.

3. There is a need for greater flexibility in the term funding system. Under the existing system, the federal government fully funds the project for the first two years. At the beginning of the third year, the districts are required to assume expenditures equivalent to the first year's expense. By the end of the fifth year, districts are expected to assume the entire cost of the program. This rigid requirement does not recognize the varying ability of districts to assume the cost of a quality program. We believe that a more flexible approach which recognizes the commitment of the local district, and their individual ability to support these programs would be more effective.

Recommendations for strengthening Bilingual Education

We believe that there is a need for a greater commitment to bilingual education at the federal, state and local levels. The programs to date have generally been of limited scope dealing with only a small percentage of the children who require assistance. This approach has been effective in identifying some methods of meeting the need, but we should now begin

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to develop a comprehensive program through a joint effort of the appropriate federal, state and local agencies to meet the needs of all limited and non-English-speaking children.

This should start with greater federal support to the existing bilingual effort, coupled with a program to support the training of bilingual teachers and administrators in the institutions of higher education.

We also believe that federal support through Title VII should be administered by the State Superintendent of Public Instruction as other federal educational programs. This would greatly increase state involvement in the program and establish a state responsibility for its success.

Senator PELL. The next witness is Mr. Ramiro Garcia, the director of title VII ESEA programs of the Los Angeles City Unified School District

We want to welcome you here and we look forward to some interesting comments from you.

STATEMENT OF RAMIRO GARCIA, DIRECTOR, TITLE VII ESEA PROGRAMS, LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

Mr. GARCIA. Thank you, Senator Pell and Senator Cranston.

As one deeply involved in one of the most important and significant educational movements in our country, I welcome the privilege and opportunity to come before you and speak on behalf of bilingual-bicultural education. I shall be speaking not only for myself, but for all those parents, teachers and students whose strong commitment to the cause of bilingual-bicultural education has made it possible for these programs to achieve the goal of helping non-English-speaking children to obtain educational success in our schools.

California has experienced large migrations from within the United States as well as from other countries. With this influx have come families from cultural and ethnic backgrounds. Educating students from these backgrounds for equitable participation in American society has presented the California public schools with a challenging responsibility. In spite of the needs exemplified by students with a different language and cultural orientation, many schools have not fully recognized the implications of the responsibility and have continued to offer only a traditional curriculum. Low achievement scores on standardized tests and the high dropout rates of these students indicate their needs are not being met and accentuate the urgency for reform.

The goals of bilingual-bicultural education express the same aspirations that are held for all youth experiencing public education in the United States. However, the concept of bilingual-bicultural education must imply, emphasize, and reflect a philosophy of cultural pluralism.

Specifically, the bilingual-bicultural program must seek and pursue goals and objectives that clearly promote a deeper understanding between sub and majority cultures. It must also be understood that English as a second language (ESL) programs, as well as programs for the dominant speakers of English to learn a second language, are integral parts of a well organized bilingual-bicultural program.

The goals of bilingual-bicultural education are to develop in each student the ability to maximize his potential as an individual, as a learner and as a citizen in a multilingual, multicultural society.

To enrich and deepen mutual understanding for all citizens by building upon the rich multicultural foundations of our society, the learner's unique environment and experiences are the cornerstones of these foundations.

To promote cultural acceptance, national pride and world understanding. To offer a curriculum that meets the diverse needs of pupils with different language and cultural orientation in order to permit them to preserve and strengthen their self-image and sense of dignity through appropriate and meaningful instructional programs. Utilize

their first language as a medium of instruction to avoid premature experiences with the second language which could be detrimental to learning that language.

Develop pride in self, school, and community. Learn to interact in a multilingual, multicultural social setting. Develop English communication skills in the nonspeaker of English to a level comparable with native speakers of English of the same age and ability.

Develop incentive to remain in school, succeed, and prepare for future undertakings. Acquire the academic tools to pursue postsecondary education.

At this point, I would like to share with you expressions from members of our community concerning the Los Angeles title VII bilingual schools program in which their children participate. This entire letter is in Spanish, so now I would like to give you the English translation.

It gives me great pleasure to know that some schools in the Los Angeles area are implementing a bilingual program that besides providing a double education for our children, highly regards two great languages which are the English language and the Spanish language.

Another member of our community chose to express herself in English. This is what she has to say:

I'm writing these few lines to give my opinion of what I think about the bilingual program. It is one of the best programs that could happen to a school. It will help the children to have pride in themselves and confidence. With this kind of program, every child has an opportunity to learn. I just hope that in the near future there will be more bilingual programs like this one for every nationality so that every child of America will grow up to be a well adjusted human being.

I would now like to quite from a section from an audit report on the Los Angeles title VII bilingual schools program done by Montal Educational Associates:

Regardless of level in either English or Spanish, the students indicated that they were glad that they were being given the opportunity to learn both languages. They enjoy reading English and Spanish books but more than anything else, they like to hear their teacher speak their language and are very glad that they are being taught. The students also enjoy the privilege of asking the teacher to help them when they need help and to ask them in their own language.

Overall, the audit surfaced certain facts that show from a subjective point of view that children will produce if they understand what has to be done and if they do not understand, they have the prerogative to ask in the language in which they feel most comfortable.

On the other hand, it is also less frustrating to a teacher to be able to communicate with students in the least possible time with the least possible effort.

The listless student appears to have been completely eliminated; the tight-lipped Chicano student is not visible in these classrooms.

It is not enough for educators to understand the principles on which a solid bilingual program must be built. They must also create an understanding throughout the community concerning the important connection between one's mother tongue, one's image, and one's heritage.

An educational system which incorporates bilingualism can serve to provide a means of building a harmonious and creative community from varied ethnic elements.

In conclusion, we can summarize by stating that bilingual-bicultural education recognizes, accepts, and values the diverse languages and cultures that comprise American society as positive factors in education. Thank you.

Senator PELL. Thank you very much, Mr Garcia. Could you sketch out for us what a typical bilingual program looks and how it differs from the normal, the so-called orthodox education program?

Mr. GARCIA. Yes, Senator Pell. A typical bilingual program of course, includes children—or may include children who speak only English and those who don't speak English, but another language, be it Spanish, Chinese, et cetera. The teacher attempts to meet the same needs, the basic needs, for these children that she would in a traditional classroom, except that she makes sure of one thing and that is that every child is to be understood.

In other words, the lines of communication are open between the teacher and every child in the room. That is to say, that when she is trying to meet the needs of the children with regards to learning, she does this copiously in the two languages, English and Spaish.

Senator PELL. Does that mean that the teacher must be bilingual herself?

Mr. GARCIA. Yes, of course. I'm talking about an optimum bilingual program at this point, because there are variations. The optimum bilingual program has a teacher who is very fluent in both Engli h and the other language.

Senator PELL. Does that include bilingual textbooks, too?

Mr. GARCIA. No. That's a very misunderstood term. The term seems to indicate that the book comes in two languages and that maybe there's English on the left and Spanish on the right, or that the language alternates.

There would be—if English-Speaking children have material acceptable to them in text books written in English, equivalent material should be accessible in their language. In other words, two separate books.

Senator PELL. How many bilingual educators should there be now?

Mr. GARCIA. One hundred percent. Not only teachers but also teacher aides.

Senator PELL. When, in your view, should a student become equally proficient in learning English or whatever?

Mr. GARCIA. If a child has had the benefit of an optimum bilingual program, whether it be preschool or kindergarten, and continues to receive this type of instruction, by the end of the third grade, he should be functionally bilingual and at the third grade level, that is to say—in other words, those words that children speak when they are 8 or 9 years old; that is, if he receives conscientious total curriculum instructions. However, we attempt in bilingual education not only to have the child learn English or to have the English-speaking child learn the other language, but to maintain and develop the language he brought with him from home, along with the second one.

So, actually, if he goes, say, through elementary school or from kindergarten through the sixth grade, he should be a bilingual student then, being ready to enter junior high school.

Senator PELL. Is this the case in your bilingual program in this part of the country?

Mr. GARCIA. We are trying this today in our program at the third grade level, and we are finding that some children are already bilingual and, thereby, literate. They not only speak both languages, but they are reading very well in both languages.

Senator PELL. This is a statistical fact?

Mr. GARCIA. Yes, this is a statistical fact. One of the reasons that this might be the case is that, remember, our children learn to read in their home language first, so all of our Spanish-speaking children receive instructions in reading Spanish first.

Senator PELL. you're bilingual yourself. Do you speak in English and think in Spanish, or do you go back and forth?

Mr. GARCIA. In both, but each language has its own syntax. There are certain things that one can feel in one language and not in the other.

As an example, last year we acquired, I don't know how many, kits that teach children the metric system. In other words, we have a kit for our decimal system and one for the metric system, and we are gradually making the change; but it depends if the child is a recent arrival from a Spanish-speaking country and he will be thinking in terms of litros and kilos. If he is an American child of Mexican descent, then he'll be thinking in terms of pounds.

Senator PELL. What percentage of the Mexican background is Indian and what percentage is Spanish?

Mr. GARCIA: I'm not positive that I understand your question.

Senator PELL. Of the Mexican American, what percentage is American Indian and what percentage is Spanish?

Mr. GARCIA. I think that the Mexican is a product of two cultures, the Spanish and the indigenous. I don't think we're a whole entity; that theory is a part of us that says, "I'm half Indian and half Spanish."

The Mexican culture is now unique in that it has evolved as a blending of Hispanic and indigenous.

Senator PELL. What percentage of blood would be Indian and what percentage would be Spanish?

Mr. GARCIA. Well, I would say that most of us, the overwhelming majority of Mexican Americans are—well, the word Mexican implies that we're a mixture of Indian and Spanish.

Senator PELL. What percenage of Mexican Americans in this area do not speak English?

Mr. GARCIA. I can speak for the program that we're dealing with. In the beginning, it ranged between 65 and 75 percent of the children were Spanish speaking. That is to say that most of them spoke Spanish at home.

Senator PELL. And the grownups, is there any substantial percentage who do not speak English?

Mr. GARCIA. I think it would match that of the children that I have just mentioned in our particular community.

Senator PELL. As high as 75 percent?

Mr. GARCIA: Of course, even in the families you'll have an example of where the mother doesn't speak English but the father does. It's difficult to pin down exact figures.

Senator PELL. I congratulate you on your program and thank you very much.

Mr. GARCIA: Thank you very much.

Senator CRANSTON. That deserves a round of applause because you're a marvelous witness. You make the point based upon your own personal knowledge in this field. When you get to the realm of the pride and dignity and self-confidence that young people and adults can get through bilingual education, we're talking about something we cannot measure, and you have helped bolster the case.

I have a few questions. I think that many of us think of bilingual educational programs as being almost exclusively at the preschool or

elementary level and that's where the Federal emphasis has been. Can you describe what happens and should happen in terms of secondary school levels?

Mr. GARCIA. We'll have to take into account that at the secondary level when students enter, say, junior or high school, are already literate and already with some sense of achievement on certain academic levels.

They come to us having been to high school in, say, Mexico. So, the question here right away becomes one of language. There's no question of self-image; they already have a positive self-image. They know who they are. The question becomes one of pure communication and if we're going to afford those students a chance to continue their progress academically in those subject areas in high school, then let us say that we should attempt to provide such an opportunity, for example, for those students to continue achieving in math or in the social sciences while at the same time they can be tooled up in the English language as a second language during some part of the day.

Now, as they become proficient in English, then they can reach a point where English is a language they understand and then they are ready to join the regular program. But, what they do need is the immediate need to be able to continue to achieve academically through their own language, as I said, while they learn English on the side.

Senator CRANSTON. What is your definition of a qualified bilingual teacher?

Mr. GARCIA. A qualified bilingual teacher must be able to use both languages and not only communicate with the students on a personal level but to actually use them as teaching tools.

This is a very important skill that a teacher must have. If she knows terminology in English, she needs terminology in Spanish, too. This is where college training can play an important role in training teachers who are already bilingual.

So, she has to have the two languages at her command and she must have empathy; she must really feel and understand the children that she will be working with and understand their cultural needs. She must have commitment—I mean a real, deep commitment to the beautiful things she sees happening to the children because it isn't on the monetary level; there is no pay differential for bilingual teachers.

Senator CRANSTON. That's a good description.

One other point. A number of bilingual educators have indicated to me that in order to gain the trust of the students, the children, it's important to have the parents involved whenever possible in the bilingual programs.

I wonder how you feel about this.

Mr. GARCIA. I think that community involvement is indispensable to any type of program of this nature. The community can provide all types of assistance to the school.

There are certain talents, for example, certain skills, that community members can bring to the classroom to help the teacher in the teaching task and to enrich the curriculum for the children.

So, I can say that my feeling toward community involvement is extremely positive. I don't see how we can do without it.

Senator PELL. Thank you very much; you gave a wonderful, very human and warm description of the program, and I congratulate you.

At this point, the subcommittee will recess for approximately 5 minutes. Thank you very much.

[Whereupon a 3-minute recess was taken.]

Senator PELL. Our next witness is Mrs. Mary Fernandez, member of the Mexican-American Education Commission. Mrs. Fernandez?

Senator CRANSTON [presiding pro tempore]. Mrs. Fernandez, we're delighted to have you with us.

STATEMENT OF MRS. MARY FERNANDEZ, MEMBER, MEXICAN-AMERICAN EDUCATION COMMISSION

Mrs. FERNANDEZ. I am not representing the Mexican-American Commission; I am the president and the founder of the Padres Y Maestros, which is the parents and teachers of the Southwest.

I wasn't completely prepared, because I do a lot of community work, and I just jotted down a few words.

I feel very, very strongly that we should continue with the bilingual education program, not just in the elementary grades but at the secondary level, because if it stops at the elementary level, what will happen later on when they start high school? Then they forget what they have already learned. It will be a waste of time.

So, Senators Cranston and Pell, I hope that you give this program a very important consideration, and I hope it will continue in the adult educational system just as well.

Adding to what Mr. Garcia said about the children who are not bilingual, or Mexican Americans, you'd be surprised that we have black children, Chinese and Japanese who started to speak, read and write Spanish. This does not apply just to Mexican-American children; it applies to all children.

Thank you very much for giving me an opportunity to speak as a community person, thank you.

Senator CRANSTON. I'd like to ask you one question. If the programs were worked out in ways that brought parents to the school to assist in the programs, do you believe that you would have the parents participating also?

Mrs. FERNANDEZ. Definitely. I don't think we've had very much community participation as we're starting now.

Senator CRANSTON. Senator Pell's assistant has a question.

Mr. WEXLER. One of the previous witnesses talked of teachers' aides. Are you a teacher's aide?

Mrs. FERNANDEZ. Yes, I am.

Mr. WEXLER. Would you describe what you do?

Mrs. FERNANDEZ. Well, my position is to work with the children. I have two classes, and the first one is bilingual where I work with children that do not speak English at all.

Let me see. There are children that speak English and can't speak a word of Spanish. I help them in that respect, also. Then, it works vice versa, and we work it the other way around, too. So, it is very helpful to the children.

Mr. WEXLER. Thank you.

Senator CRANSTON. Thank you very much.

Mrs. FERNANDEZ. Thank you, Senator Cranston.

Senator CRANSTON. Out next witness is Mr. Dan Aguilera, chairman of title VII ESEA advisory committee of the Los Angeles City Unified School District.

STATEMENT OF DAN AGUILERA, CHAIRMAN, TITLE VII ESEA ADVISORY COMMITTEE, LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

Mr. AGUILERA. Buenos dias, Senor Cranston.

I represent the community of Huntington Drive School and all those schools that are under title VII of the bilingual-bicultural program.

We are here with the sole purpose of finding a way to better the educational system. The program contains prospects of magnificent results. These are of benefit not only to the students but also to the parents.

In general, we complain about the reasons for the lack of interest in our programs. However, we never bother to discover the reasons that brought these effects about. These statistics show that a number of these problems originate in their own homes of at the beginning of their education.

One of the teachers tells us about her experiences in the classroom on the first day of the year. She says that all the children converse well, but only one language is heard, and that is that they all speak Spanish.

Eighty percent of the children in our community come to school speaking the language of their parents. If the teachers are not bilingual, without any doubt, the problem is easy to understand. She will have to make use of her authority to strictly prohibit the use of Spanish.

To accomplish this, she will have to impose an atmosphere which creates a feeling of inadequacy in the minds of the children. The act of denying the child to use his language directly causes fear and later frustration. In the end, you have a complex in the child's character.

The bilingual programs bring something very different. The student feels at home. In effect, the school should be just that, a second home. The evaluation system is very practical. It is applied individually according to the child's ability.

Each student is important in the educational circle, Whether he is dominant in English or Spanish. The teacher should be fully prepared to teach both languages and then, there is no doubt that the bilingual program system will help us avoid some of the trouble the lives of each and all of us.

I went back to my old country in 1933, and I was a victim of the depression. I came back in 1950, and that's why I have this accent. I only went to school for 3 years in the United States, but I feel that we need the bilingual educational program to help our kids to speak better than I can.

Senator CRANSTON: I want to ask you one question, if I may.

First, I want to thank you for that statement. I appreciate what you went through in order to make that statement to us, because it is a good example of why we need to hold these hearings and why this is so important.

I understand you wrote your statement in Spanish, to present what you wanted to more clearly, and then you translated it into English for this hearing. I appreciate your going through that process. I indicates the real importance of having a bilingual education in our society.

I wonder, from your experience as chairman of a bilingual advisory committee, if you feel that those committees have an adequate opportunity to give advice that is listened to. Should there be a better built-in approach for getting advice from the people who understand the problem as you understand the problem?

Mr. AGUILERA. I believe that it's very, very necessary to attend these meetings. All the community should have the same opportunity to know program. You cannot discuss something that you don't know and unless you visit our schools or attend these meetings, you won't know what's going on.

The bilingual program has an advisory council in each school, and the parents respond very well.

Huntington Drive School has a committee of 30 or 40 persons, parents, and I believe that's very, very important to know about the program before you start discussing it.

Senator CRANSTON. Mr. Millenson, who represents the minority staff of this committee, has a question.

Mr. MILLENSON. Sir, can you tell us, for the record, who appoints your committee and how it functions?

Mr. AGUILERA. Every school has a committee, a representative committee, and their advisory council in title VII. Let's say we have five schools, and every school has a representative committee in that advisory council. So, they have a vote for chairman, and they appointed me to be the chairman to represent the committee.

Senator CRANSTON. Thank you very much.

Mr. AGUILERA. You're welcome.

Senator CRANSTON. Our next witness is Mr. Leonard Pacheco, the area superintendent of area G, the Los Angeles City Unified School District.

We welcome you.

STATEMENT OF LEONARD PACHECO, AREA SUPERINTENDENT, AREA G, LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

Mr. PACHECO. Senator Cranston, and other distinguished members of the committee and participants in the audience, I have one regret, and that is that is that the distinguished Senator from Rhode Island did not remain for our futher comments in this hearing.

At the same time, I am also delighted that you have had an opportunity to have heard a member of my staff. That person is Ramiro Garcia. He's outstanding and eminently qualified, and I'm delighted with the acceptance, on your part, of his remarks.

Senator CRANSTON. Thank you.

Mr. PACHECO. My name is Leonard Pacheco and my presentation is being made to this committee as a charter member of the Chicano caucus affiliated with the Mexican-American Educators of California.

These groups are dedicated to the point of view that there is a positive philosophical approach to the education of the Mexican-American child and that it must include a bilingual-bicultural in-depth criterion to help him realize this ever increasing complex world. There are several institutions who are willing to develop comprehensive educational programs that will support that point of view.

My testimony here is a further indication of that willingness to work these elected officials who turn extend their willingness to futher support our point of view.

I have participated many, many times, along with many of my compadres, in dutifully reciting statistics and representing elaborate assessments of needs before many committees and, coincidently, many seem to be seasonal.

Knowing that this particular tactic is not always the case, we can proceed with the understanding that this is a sincere desire to support the bilingual educational program, and we appreciate that on your part.

In order to more specifically communicate with you, I strongly considered the following alternatives—knowing that members of my staff will present statistics and dollar valuations—and so I considered the following:

Do I assume an educational posture and impress you? Do I impress you with insistent and sharply worded demands, or do I assume a congenial posture and come forth with a controversy? Do I assume a humorous posture and amuse you with my wit, or do I assume a begging posture and plead with you to help us? Do I assume a political posture and praise you, or do I assume a self-reliant posture and assure you that we can take care of working toward the needs of our community? Do I assume a posture to convey to you our despair of all those alternatives?

Senator CRANSTON. I'm eager to see what you've decided.

Mr. PACHECO. I have cast aside any of the above methods I have mentioned and I extend to you an invitation to visit our area, area G. I respectfully urge that you come and see for yourselves what bilingual-bicultural education really is all about.

Senator CRANSTON. I will endeavor to do that.

Mr. PACHECO. I appreciate that. We would like to have you see in person what a program looks like in its actual application, what it can do for your children and what it means to the parents and to the community, and we want you to please note how little we have in terms of actual funds to operate it. We want you to note how minimal our efforts are compared to the actual needs.

Would you believe that title VII funds only four small elementary schools in our area, area G, out of a total of 43 schools, with the exception of one other school having a small portion of the Chinese community, and that is the extent of the Federal bilingual funds for the Los Angeles United School District? There is only one word to describe it and that's pathetic.

I ask you, does that meet the needs of an area that's approximately 85 percent Spanish surname? Does that meet the needs that appear to be on the increase?

The public is demanding accountability from the educational system. We, in turn, must turn to you requesting increased funds commensurate with the needs. Accountability requires that education must be responsible to help the suffering, those who heretofore have been denied access to the constitutional right of education. Accountability requires that education must be responsible for sacrificing our children upon an altar of elusive promises and from receiving a mythical solution from the sacred waters of the melting pot. That concept is, in reality, a tragic euphemism for containment and failure rather than a way to becoming a first class citizen.

Our schools must be helped to realize their primary role to make it possible for every person to receive the best education, and above that, to deny no one and to reject no one.

The future of the Nation rests upon what we can do to prepare children to become intelligent and responsible citizens with pride in themselves as well as their Nation. But, what is even more important, Senator Cranston, is that the Nation must have pride in them for their enriching contributions of their society with particular reference to the Mexican American and the significant role he has played in the Nation.

This national awareness will make Mexican Americans more cognizant and offer greater opportunities for actual participation in the democratic process. But, I am very concerned at the lack of awareness emanating from our Federal Government. We're being termed self-reliant. Will someone explain to me what this means for those who lack the capability of self-reliance?

We're hearing quotes on levels of unemployment. First we accept unemployment and then the next step is simply to determine who will be unemployed. How bitter is the cup we are asked to drink, and it is of little comfort to be told that it is for our own good.

I'm here asking you for increased funding yet, knowing that the need is great, I must speak out in spite of our elected officials, that not only does everyone hope for the future, but we will not give up or surrender, nor is defeat a part of our vocabulary. We, too, know what honor is and may I quote in Spanish that, "Porque la raza no se raja"?

Senator CRANSTON. Would you please translate that?

Mr. PACHECO. It's very difficult to translate. It means that we don't back off from anyone.

Senator CRANSTON. I very much appreciate that very eloquent and very forceful statement.

Would you explain what area G is?

Mr. PACHECO. Certainly. In 1971, the Los Angeles city schools went into a program, whereby a district that is over 700 square miles in size was divided into 12 distinctive areas, A through L. It is my honor to be superintendent of area G, which is in East Los Angeles.

It is made up of 43 schools, over 40,000 students, and it is the largest compared to the other districts in the State of California.

Senator CRANSTON. I wanted to ask you about the role the school administrator, particularly the principal, plays. What are the needs here and are we meeting those required needs?

Mr. PACHECO. In area G?

Senator CRANSTON. Generally.

Mr. PACHECO. Are you asking in terms of administrators that relate to the community?

Senator CRANSTON. Yes; and how many are bilingual?

Mr. PACHECO. It has only been recently that the Los Angeles city school has permitted the employment of administrators who are not able to make the lists. There's an eligibility list that you have to be placed on in order to be able to become an administrator, and it's only been recently that the board allowed a waiver. Those employments are few and hard to come by.

Senator CRANSTON. When the United States Commission on civil Rights completed its recent study on educational opportunities for

the Mexican-American, they claimed that programs feature mainly English as a second language. This seems to be a widely held belief.

Why do you think that there's been an emphasis on English as a second language?

Mr. PACHECO. That's a new term. So many times, people were placed as teachers of those classes that didn't understand the students. Eventually, the pressure was placed in setting English up as the second language, and it was insisted that the teacher be that type of person that has empathy and also the ability in that language and at least point them in the right direction.

English is a very necessary part of bilingual education because, first of all, it must locate teachers to teach those classes and it is hard to find bilingual teachers. We have decided, in area G, that we would move in the direction of total bilinguality or it would be a water-down type of program.

The availability of bilingual educators is what we're having difficulty with. We can't hold on to them. We train them and lose them to other communities that offer better contracts.

Also, the past history of the lack of education of the young people coming into this society, as young people do from other countries, has not adequately prepared our young people and, until we begin to recognize that fact, we must have bilingual programs to prepare people, and for that reason, we still insist on funds for ESL.

Senator CRANSTON. Thank you very much.

Mr. MILLENSON. Sir, you were mentioning a need for bilingual educators. Do you use Anglo teachers, that is, teachers of non-Spanish descent, non-Spanish native speaking teachers?

Mr. PACHECO: Yes, we do. At this particular point, what we're asking for is bilingual teachers. We're not saying Mexican-Americans. Some of our best teachers are Anglo or black or whatever. All we are asking for are two things, and that is, that they have the capabilities of communication and instruction in the language, and second, that they have the empathy of the young people that they're working with.

Mr. MILLENSON. With respect to adult education, do you have any bilingual classes for them?

Mr. PACHECO. Well, adult education, or as it's called, career and continuing education, is not left out of the picture.

Mr. MILLENSON. I'm talking about basic education, about teaching those adults that do not speak or write English.

Mr. PACHECO. Those are not under my jurisdiction, but we work closely together with the classes in English as a second language. Those are the highest number of classes that are requested.

Also, in our area, we have classes that are requested by the teachers for beginning Spanish, and the community also has available to them the school classes and those moneys from adult education for beginning English.

Senator CRANSTON. Thank you very much.

Mr. PACHECO. Thank you for the opportunity of addressing you.

Senator CRANSTON. Our next witness is Mr. Richard Amador, the exective director of the Barrio Industries and president of the Los Angeles Manpower Area Planning Council.

We're delighted to see you, Mr. Amador.

STATEMENT OF RICHARD AMADOR, EXECUTIVE DIRECTOR, BARRIO INDUSTRIES; PRESIDENT, LOS ANGELES MANPOWER AREA PLANNING COUNCIL

Mr. AMADOR. Mr. Chairman, members of the committee, my name is Richard Amador, president of the Los Angeles County Manpower Association—and just for points of reference, but not representing them at this time, I am also chairman of the Program Policy and Planning Committee for the Los Angeles Manpower Area Planning Council and director of the National Spanish-Speaking Management Association.

We have reviewed the bilingual vocational education and bilingual manpower programs as have been proposed in previous legislation. Since I was most closely related in the field of manpower legislation, I would like to focus primarily in the area of bilingual manpower programs, as these programs are an integral part of vocational training.

I would like to point out that generally the authority in the various acts are vested on the Secretary of Labor, and in turn delegated to some extent to the States, and in minimal instances, to community organizations. To my understanding, national funding to community organizations may be a thing of the past. Therefore, we would like you to accept the following considerations in finalizing the bilingual manpower programs:

1. That the Secretary consider local organizations who have administered manpower programs with satisfactory performance and that such local community organizations meet the same minimum standards and requirements as provided to other governmental agencies.

Rationale.—Community organizations who have demonstrated their capabilities with cost effectiveness in performance should be given a priority consideration in the administration of programs to serve the community. This philosophy goes with the thinking of the democratic leadership who have advocated community parity and also with the philosophy of the present administration to decentralize program administration to the nearest level serving the community.

2. Many political individuals talk about delegation of authority, contract performance and cost effectiveness, and I can now say that community manpower agencies have demonstrated that capability to the surprise, and somewhat uncomfortable feeling, of the Government bureaucracy.

We are preparing and will submit to this committee specific language directing the Federal, State and local government to give consideration to local community manpower organizations in the administration and operation of vocational manpower agencies.

3. We know, in previous legislation, that some national organizations are listed in the legislation. We do not object to that listing; however, we again feel that the Government should give local organizations priority in the administration of local programs, and that national organizations can receive priority consideration in national funding programs.

However, national organizations should be encouraged to perform in those geographical areas where there are limited programs in locale or no viable community organizations to administer such vocational and manpower programs.

We are familiar with the initial concept of revenue sharing in Los Angeles, working with the office of the mayor, city council and the board of supervisors; we have established perhaps one of the most representative and potentially effective planning councils in this country.

There is a very definite need for legislation in bilingual education, vocational, manpower, and rehabilitation. We are still faced with too many bureaucrats operating with the assumption that everyone's primary language is English. It is rather sad to recall that only 5 years ago, the State of California began to recognize the need for bilingual and ESL programs, coupled with manpower training. We are still faced with the problem that many individuals did not recognize our significant and influential language and culture variations of the Mexican American in the Southwest; of the Prueto Rican and Cuban primarily in the East and Southeast; of the needs of the oriental in Los Angeles and San Francisco, among other areas.

Another recommendation for the committee's consideration is the section pertaining to uses of funds, section 514 of S. 3867 (conference report). We suggest the addition of a new subsection (f) which would read:

Section (f) To provide readjustment to the world of work experience, work adjustment, and work sampling evaluation to facilitate entry into a transitiona work force of full-time employment.

RATIONALE:

Many skill centers provide vocational education which includes the theory and some training in the vocational field, but that training is limited because the actual job performance is work experience in the private sector. In other words, what we are proposing is to take the advanced part of the skill center vocational training concept and part of the transitional (high mobility) industrial workshop.

Too many people have gone through substantial training and are not placed in the job which they were trained because the training was not directly related to serve segments of the industry. In a controlled work environment, the individual can receive work experience, work adjustment, work sampling evaluation, and vocationally oriented ESL while at the same time gaining an actual work that is performed by segments of industry. This will facilitate an easier phase into a job market. This is not a panacea, but we have done some work in this area, and the success rate is much greater.

Another suggestion to the proposed legislation is in reference to a term that is used throughout the bill: "supportive services." I would like to recommend that the term "supportive" be deleted and that we insert "employment-related services."

We must quit kidding ourselves to insist on trying to build a new world for the trainee when all he is primarily interested in is a job! A job with trainee in services that are directly related toward the problems of a natural job. I also find that employers will be less confused when you talk to them about "employment-related services," such as vocational counseling, vocational job oriented ESL to assist an employee trainee to maintain his employment opportunities.

While improving our manpower programs, we must improve the cost effectiveness and problems of the State employment services

(SES), to effectively recruit, screen, and refer applicants to training programs and jobs. SES and political subdivisions should be required to maintain bilingual programs and bilingual personnel in those areas in need.

California still has a long way to go, but other States in the Nation are far behind in providing reasonable and needed bilingual services. A demand should be made of the State employment services to increase its cost effectiveness, to improve its administration of programs, and, more pointedly, to improve its job development, applicant referral, and placement programs.

According to Department of Labor today, the State employment services have a ratio of 24 placements for 1 personnel equivalent annually. If the private sector or community organizations had such an unproductive ratio, we would either be indicted or, at least, unceremoniously terminated.

I would like to recommend to the subcommittee that in the full committee's deliberations, serious consideration be given to require SES to perform on the same standards that is required of private groups and community organizations in the performance of contracts, and that SES be required in each State to subcontract to private employment agencies, educational institutions, political subdivisions, and community organizations to administer and operate employment service offices on a pilot basis, and that such programs should range from 10 to 15 percent of the offices of each State.

We are most willing to meet the committee staff to prepare such recommended legislation to redirect the employment service in every State to become more responsible to the employer, the unemployed, and the community. This will create competition, which is very much needed in most of our bureaucracy, and the Members of the Senate will then have a more comparative value system to analyze.

I would like to add that many SES offices in the Metropolitan Los Angeles County area are leading most of the country, but we have a long way to go, not only here, but in every State.

I want to thank you for the opportunity to appear before the subcommittees, and we are most willing to work with your staff and answer any questions that you may have.

Senator CRANSTON. Thank you very much for your very helpful comments.

As you know, we don't have very many studies of the manpower programs and those we do have were commissioned by the Department of Labor.

I'd be very interested knowing how you define what a successful manpower program is to an individual project in that field and, particularly, those that involve Spanish-speaking or bilingual people.

Mr. AMADOR. A successful manpower program means jobs. If the individual is not placed in the job for which he is trained, it's not necessarily an unsuccessful program, but it's not a successful program in the fact that money is not going for the intended purpose.

For example, there are some organizations that train individuals or State programs that train individuals, and they are not placing them in the jobs for which they are trained. However, the argument is that they were placed on a job that otherwise they may not have been

placed in in the first place. That is not good enough when the individual we're talking about, the trainee, is interested in the job he was being trained for in the hopes that he was going to be placed in that particular job.

Senator CRANSTON. What are the real problems that we have to overcome in regard to having jobs available and developing appropriate jobs?

Mr. AMADOR. Well, there are two areas. One is the economic situation that we're faced with right now, and that has to be changed, and unfortunately, the individuals in the barrio certainly have no influence in changing that economic structure.

The other is that it is sad in these areas where we have demonstrated that jobs have been available, that the State employment service is not adequately equipped or is not properly worked to refer applicants to jobs.

To give you an example, under the displaced worker programs which included laid-off engineers, scientists, and other unemployed people, including disadvantaged workers, agencies were involved in a joint job development effort with the State employment service problem that they could not find the applicants or refer the applicants fast enough to the jobs, and the employer then became disillusioned with our job development efforts. I think we need to improve the system.

Senator CRANSTON. Thank you very much.

[The prepared statement of Richard Amador follows:]

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PREPARED STATEMENT OF RICHARD AMADOR, EXECUTIVE DIRECTOR, BARRIO INDUSTRIES; PRESIDENT, LOS ANGELES MANPOWER AREA PLANNING COUNCIL

Mr. Chairman, members of the Committee, my name is Richard Amador, President of the Los Angeles County Manpower Association -- and just for points of reference, but not representing them at this time, I am also Chairman of the Program Policy and Planning Committee for the Los Angeles Manpower Area Planning Council and Director of the National Spanish Speaking Management Association.

We have reviewed the Bilingual Vocational Education and Bilingual Manpower Programs as have been proposed in previous legislation. Since I was most closely related in the field of manpower legislation, I would like to focus primarily in the area of bilingual manpower programs, as these programs are an integral part of vocational training.

I would like to point out that generally the authority in the various acts are vested on the Secretary of Labor, and in turn delegated to some extent to the States, and in minimal instances to community organizations. To my understanding, national funding to community organizations may be a thing of the past. Therefore, we would like you to accept the following considerations in finalizing the bilingual manpower programs:

1. That the Secretary consider local organizations who have administered manpower programs with satisfactory performance and that such local community organizations meet the same minimum standards and requirements as that provided to other governmental agencies.

Rationale: Community organizations who have demonstrated their capabilities with cost effectiveness in performance should be given a priority consideration in the administration of programs to serve the community. This philosophy goes with the thinking of the Democratic leadership who have advocated community parity and also with the philosophy of the present administration to decentralize program administration to the nearest level serving the community. Too many political individuals talk about delegation of authority, contract performance and cost effectiveness, and I can now say that community manpower agencies have demonstrated that capability to the surprise, and somewhat uncomfortable feeling of the government bureaucracy.

We are preparing and will submit to this committee specific language directing the Federal, State and local Government to give consideration to local community manpower organizations in the administration and operation of vocational manpower agencies.

2. We know in previous legislation that some national organizations are listed in the legislation. We do not object to that listing, however, we again feel that government should give local organizations priority in the administration of local programs and that national organizations can receive priority consideration in national funding programs. However, national organizations should be encouraged to perform in those geographical areas where there are limited programs in locale or no viable community organizations to administer such vocational and manpower programs.

We are familiar with the initial concept of Revenue Sharing and in Los Angeles working with the office of the Mayor, City Council and the Board of Supervisors, we have established perhaps one of the most representative and potentially effective Planning Councils in this country.

There is a very definite need for legislation in bilingual education, vocational, manpower and rehabilitation. We are still faced with too many bureaucrats operating with the assumption that everyone's primary language is English. It is rather sad to recall that only five years ago the State of California began to recognize the need for bilingual and ESL Programs, coupled with manpower training. We are still faced with the problem that many individuals do not recognize

our significant and influential language and culture variations of the Mexican American in the southwest; of the Puerto Rican and Cuban primarily in the east and southeast; and the needs of the Oriental in Los Angeles and San Francisco, among other areas.

Another recommendation for the Committee's consideration is the section pertaining to uses of funds, Section 514 of S.3867 (Conference Report). We suggest an addition of a new sub-section "F" which would read:

> "F-to provide readjustment to the world of work by work experience, work adjustment and work sampling evaluation to facilitate entry into a transitional work force of full time employment".
>
> Rationale: Many Skill Centers provide vocational education which includes the theory and some training in the vocational field, but that training is limited because the actual job performance is work experience in the private sector. In other words, what we are proposing is to take the advanced part of the Skill Center vocational training concept and part of the transitional (high mobility) industrial workshop.

Too many people have gone through substantial training and are not placed in the job for which they were trained, because the training was not directly related to serve segments of the industry.

In a controlled work enviornment, the individual can receive work experience, work adjustment, work sampling evaluation and vocationally oriented ESL while at the same time gaining in actual work that is performed by segments of industry. This will facilitate an easier phase into a job market. This is not a panacea, but we have done some work in this area and the success ratio is much greater.

Another suggestion to the proposed legislation is in reference to a term that is used throughout the Bill: "supportive services". I would like to recommend that the term "supportive" be deleted and that we insert "employment related services".

We must quit kidding ourselves to insist on trying to build a new world for the trainee when all he is primarily interested in is a job! A job with training and services that are directly related toward the problems of an actual job. I also find that employers will be less confused when you talk to them about "employment related services" such as vocational counselling, vocational/job oriented ESL to assisting employee-trainee maintain his employment opportunity.

While improving our manpower programs, we must improve the cost effectiveness and problems of the State Employment Services (SES); to effectively recruit, screen and refer applicants to training programs and jobs. SES and political subdivisions should be required to maintain bilingual programs and bilingual personnel in those areas in need.

California still has a long way to go but other States in the nation are far behind in providing reasonable and needed bilingual services. A demand should be made of the State Employment Services to increase its cost effectiveness, to improve its administration of programs, and more pointedly to improve its job development, applicant referral and placement programs.

According to Department of Labor date, the State Employment Services has a ratio of 24 placements per one personnel equivalent annually. If the private sector or community organizations had such an unproductive ratio, we would either be indicted, or at the least unceremoniously terminated!

I would like to recommend to the sub-committe that in the full committee's dcliverations serious consideration be given to require SES to perform on the same standards that is required of

private groups and community organizations in the performance of contracts, and that SES be required, in each State, to subcontract to private employment agencies, educational institutions, political subdivision and community organizations to administer and operate employment service offices on a pilot basis, and that such programs should range from 10% to 15% of the offices of each State.

We are most willing to meet with committee staff to prepare such recommended legislation to redirect the Employment Service in every State to become more responsive to the employer, the unemployed and the community. This will create competition which is very much needed in most of our bureaucracy and the members of the Senate will then have a more comparative value system to analyze.

I would like to add that many SES offices in the Metropolitan Los Angeles county area are leading most of the country, but we have a long way to go, not only here but in every State.

I want to thank you for the opportunity to appear before your Committee and we are most willing to work with your Staff and answer any questions you may have.

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Senator CRANSTON. Our next witness here today is Jose Duarte.

STATEMENT OF JOSE DUARTE, EXECUTIVE DIRECTOR, EAST LOS ANGELES HEALTH TASK FORCE

Mr. DUARTE. One of the urgent needs in this country today is making available health manpower and education to fill the gap that now exists between the increasing need for medical services and the medical professionals' ability to provide such services. This problem is particularly greater in Spanish-speaking communities and more specifically in East Los Angeles.

Some 100,000 additional health professionals will be needed every year. Manpower deficiencies in the health occupations are further complicated by the changing goals in the national commitment for comprehensive care of the total population. Surveys and studies made recently indicate that health care provisions fall far short of providing equal care and that health service goals must be enlarged beyond treatment of acute illness to the more positive aspect of preventative and rehabilitative medicine. Anglo scientific health services have not been very successful in reaching the Chicano population in the United States. One cannot take for granted that because a Chicano lives in the United States he has the same level of health and understanding of disease as the middle class white Anglo-Saxon. The training afforded health care service personnel by American training facilities do not take into consideration cultural, language and socioeconomic factors which would help health professionals to relate effectively to Chicano people—the second largest minority in the United States. More than 3 million Chicanos live in California, of these, more than 1 million live in Los Angeles County of which half live in the barrios of East Los Angeles. If past records indicate anything, the Spanish surname Chicano population will be a majority in Los Angeles County within the next 20 years. The Chicano population is increasing by leaps and bounds; from 1960 to 1970 the Chicano population of Los Angeles County increased from 875,000 in 1960 to 1.3 million in 1970 as reported by the Bureau of Census 1970 preliminary report—and still the Chicano was undercounted by at least 20 percent.

Appropriations in 1972 for Federal nursing programs was $144. 8 million, 1973 appropriations for Federal nursing programs was reduced to $122. 9 million, but the House Appropriations Committee increased that to $168. 4 million. The Federal programs are attractive to California institutions and those which finance student assistance and innovative programs are certainly desirable. California 4-year institutions should change their intent from training bedside nurses to training clinical specialists and nurse practitioners; in the same time not only would this produce a highly trained nurse, it would also qualify the institution for capitation grants nearly double those offered for conventional nursing programs. Many Federal programs such as medicare will require the expansion of physicians which are limited to an expansion in the demand for nursing services.

University of California at Los Angeles (UCLA) is the only university in southern California that has a nursing school. The Federal Government is able, because of its size, to influence the proportions of various types of nursing personnel instructed employed by many institutions.

1. In 1971, over 4,000 R.N.'s migrated to California and since less than 2,000 R.N.'s left the State, this represented a net increase to the State of over 2,000 R.N.'s.[1]

[1] Source: California Board of Nursing Education and Nurse Registration 1972.

2. "Nurses tend to be concentrated in urban areas or in suburbs and away from rural or ghetto areas where health care is acute". "There are indications that nurse vacancy rates are highest in urban ghetto areas or rural areas, it is possible that this is partially due to obvious lack of incentive or less pleasant working conditions".[2]

[2] Source: Nurses and California State Department of Finance, Budget Division, July 1972.

The greatest barriers to the provision of adequate health care for Chicanos stem directly from the language and cultural differences. In spite of the fact that 80 to 90 percent of Chicanos are native born, they retain many aspects of the Mexican culture. The socialization process is very slow for Chicanos as a result of family ties. Children tend to adopt the values and behavioral patterns of their parents, and from generation to generation there is a slow progression toward socialization and acculturation into the predominant society.

Mexican immigration has been rapid despite stiff controls on quotas and restrictions which have been applied by the Federal Government. New immigrants bring fresh reminders of language and traditions. In addition, the close proximity to Mexico involves communication with that country which tends to retard the change in culture. Many Chicano families travel to Mexico to buy medical services and specifically to consult with Mexican doctors.

Although county and Federal agencies have made efforts to improve their methods for delivering health services, statistical analyses point up the fact that health problems of Chicanos are at crisis proportion; higher morbidity rates in the following disease categories as compared to his Anglo counterpart:

Tuberculosis, 46.7 per 100,000 population compared to county average of 25.8.

Salmonella, 30.1 per 100,000 compared to county average of 12.3 per 100,000.

Scarlet fever, 43.5 per 100,000 population compared to county average, 25.8 per 100,000.

Shigella infections, 100.4 per 100,000 compared to county average, 13.9 per 100,000.

Amebiasis, 7.8 per 100,000 compared to county average of 2.8 per 100,000.

East Los Angeles children needing dental care, 72.2 percent of K–1 to K–4 grades.

Fifty-five percent of general East Los Angeles population have never in their lives been to a dentist.

Forty-five percent of Chicano women delivering in public hospitals have had no prenatal care. These women tend to be sick, have sick children, have large families, and are poorly informed about the ways to achieve basic health care.

Thirty-five percent of Chicano women discovered cancer of the cervix at women's hospital.

Chicanos have a high birth rate, yet infant deaths pose a major problem in the East Los Angeles area; fetal deaths are the most notable. Prenatal education remains one of the areas of greatest concern.

There is not much evidence that existing medical schools, nursing schools, and schools that provide health professional educations will alter their ways and provide equal oportunities for Chicanos in their schools. If the following statistical data is any indication of their commitment (schools), then we can assume that no substantial increase of Chicano student representation will occur. Consequently, Chicano health professionals will be scarce to find to fill positions as health care providers in medicine, nursing, dentistry, optometry and pharmacy. The Association of American Medical Colleges (AAMC) reported that in 1972 out of 43,399 medical students in the United States only 247 or 0.57 percent are Chicano students. The majority of these students are in their first or second year of study. Similarly, the American Dental Association reports that out of 17,305 dental students in the United States only 67 or 0.04 percent are Chicano and again the majority are in their first or second year of study. Statistical data on other health professional schools are unavailable except for UCLA School of Public Health: A 6-year study was made from 1966 to 1971 of 1,396 total applications accepted 32 were Chicano or (2.3 percent), yet in the same period 102 foreign students were accepted and probably graduated. For the fall quarter of 1972 of a class of 373,25 were Chicano or (8.6 percent) as compared to 37 foreign students or (10 percent). Now, where's the priorities at?

Again, at UCLA one of two schools of nursing in the university system, prior to 1968 UCLA had not graduated 1 Chicano nurse. To this day UCLA School of Medicine has not graduated 1 Chicano doctor of medicine. At a county supported school of nursing; Los Angeles County/USC Medical Center School of Nursing in the years 1965 to 1972 in a span of 7 years, this school graduated 21 Chicano R.N. nurses, yet the school sits right in the heart of our community. In 1973 there are five Chicanos currently enrolled. The University of Southern California Medical School (private school) but receives Federal support in many ways, has 9 Spanish-surnamed students out of a class of 313. Its most recent graduating class had no Chicano, in 1971 they graduated two Chicanos of a class of 72.

The statistics and percentages of the other four medical schools in the southern California area are just as depressing, along with the statistics from the State college school of nursing, community college school of nursing, the schools of dentistry, optometry, and pharmacy. (These last schools mentioned are worse.)

The demand for Spanish speaking physicians, nurses and other allied health personnel is increasing rapidly in East Los Angeles, as well as other Spanish speaking communities. In East Los Angeles there is planning and activities for the development facilities and programs to provide meaningful health care to this area, examples are: Establishment of a community health network by the Community Health Foundation of East Los Angeles, Family Health Center and by the East Los Angeles health task force. The County Department of Health Services is planning to convert some facilities in the area to ambulatory care facilities. They are also planning to establish a neighborhood health center that will eventually employ 400 persons. All of the programs mentioned and more, are desperately needed but will not begin

to meet the health needs of the area. The concern of the East Los Angeles health task force, East Los Angeles Health System, Community Health Foundation of East Los Angeles, National Chicano Health Organization, Chicanos for Creative Medicine, Concerned Chicano Nurses Association and many more groups and organizations is to look at the total health needs of the entire area and to see that efforts be started now to supply the physicians, nurses and allied health personnel that will be required in order for the planned programs to succeed.

RECOMMENDATIONS (OR SHORT TERM SOLUTION)

1. The Federal Government establish fellows in community health: Fellowship would be awarded to community health care pe sonnel serving in a variety of functions. Physicians would be supported during a period of community health ervice designed to meet training requirements in appropriate medical specialities. Fellowships and stipends might also be used to supplement the salaries of those recruited in community health centers, where local situations make adequate salaries impossible. While fellows will be largely drawn from those in medicine, special stipends should be provided to nursing students with economic problems.

2. This Senate Joint Subcommittee on Education should communicate with the appropriate regional institutions to develop programs for recruitment and identification of minority Chicanos students for medical, dental and nursing schools. Strong emphasis should be put on those schools that lack of cooperation could result in withdrawal of Federal support and capitation grants.

3. That colleges and universities establish program assistance, that will:

(a) Utilize minority/Chicano group consultants on campuses to identify problems that obstruct minority/Chicano students from applying for health career training.

(b) Create guidance, advisory and tutorial services for retention purposes.

(c) Establish a liaison between particular colleges, with heavy enrollments of students from the Chicano/minority groups and interested professional schools. Recruitment and career development programs can best be fostered through combined efforts.

4. Provide stipends or fellowships to Chicano/minority nurses to be trained in extended nurse role, nurse practitioners, pediatric nursing. This paramedical category performs medical exams and routine medical procedures.

5. Federal scholarships be provided to Chicano/minority students with stipulation that after training is completed those persons will return to the barrios to serve the people.

LONG TERM SOLUTION

If health care programs for East Los Angeles and other parts of the Nation with large Spanish speaking populations, are to succeed, then the supply of Spanish speaking health care personnel, from physicians to nurses, technicians and other allied health professions must be increased. One direct approach to solving this problem would be to establish a bilingual medical training center (or institute) in the East Los Angeles community.

A community medical center, primarily for training physicians, and nurses, but with programs in the allied health professions as well, has many interesting possibilities. Not only will it supply the much needed bilingual professionals, but it can be a source of health care services for the community at large. Through community involvement, it could also be an excellent source of health education for the residents of East Los Angeles.

As currently envisioned, an academic teaching center with outpatient clinics would be conveniently located in the community. Actually the clinics could be in several locations. Clinical training could also be accomplished in the local community hospitals, (e.g., Santa Marta Hospital and Clinic and the Monterey Park Intercommunity Hospital).

The curriculums would be basically oriented to providing the knowledge and skills required for accreditation of the school and licensure of its graduates. In addition emphasis will be placed on the social and cultural aspects of the Spanish speaking community particularly as it related to health matters. Communicative skills in both Spanish and English will also be emphasized. Where necessary, basic language classes will be available.

To insure community involvement, a board of regents will be established with majority representation from residents of the area selected by their peers. Their responsibilities will include; establishing new programs, selection of teachers, counselors, and administrators, and passing on admission of students.

JUSTIFICATION

The East Los Angeles health task force proposes that the U.S. Congress designate a direct line item on the Federal budget to plan and implement the concepts introduced in this paper. The precedent for this has been established by the Federal Government through the creation of Howard University founded in 1867. Howard university is jointly supported by congressional appropriation and private funds. It is a comprehensive university with 13 schools and colleges "discharging special responsibility for the admission and training of Negro students."[1]

In fiscal year 1972 the Office of Education received $51.9 million to aid black colleges. For fiscal year 1973, HEW requested $60 million to aid black colleges and was authorized $100 million, or $40 million more than requested.[2]

The East Los Angeles health task force, therefore, request that Congress authorize a special appropriation to create a bilingual medical training center in the East Los Angeles community and that initial appropriation be made before June 30, 1973.

Los Angeles Medical Association (total members)	8,250
Spanish surnamed medical doctors (members) (2.2 percent)	180
Educated in schools outside United States (52.2 percent)	94
Educated in schools in United States (47.7 percent)	86

[1] Office of the Federal Register, U.S. Government Organization Manual 1971/72, p. 348.
[2] National Journal, January 29, 1972, p. 173.

SPANISH SURNAMED STUDENTS—UNIVERSITY OF SOUTHERN CALIFORNIA (1971)

	Spanish surnamed students enrolled	Number of students enrolled
1st year	7	85
2d year	0	76
3d year	2	78
4th year	0	74
Total	9	313
Percent		(2.9)

1970 graduating class	72
Spanish surname	1
Licensed medical technician (State, 1965)	10,982
Spanish surname (3.9 percent)	429

U.S. GOVERNMENT EMPLOYMENT STATISTICS—NOVEMBER 1970

	Number	Percent
Equal Employment Opportunity Commission:		
Total employees	762	
Black	384	50.4
Spanish surname	73	9.6
American Indian	6	.8
Oriental	7	.9
All others	292	38.3
Civil Service Commission:		
Total employees	5,268	
Black	1,236	23.5
Spanish surname	119	2.3
American Indian	8	.2
Oriental	38	.7
All others	3,867	73.4

CALIFORNIA—TOTAL AND SPANISH LANGUAGE POPULATION BY COUNTY: 1970 (PRELIMINARY)

County	Total population	Spanish language population	
		Number	Percent of total
State total	19,957,715	3,101,589	16
Alameda	1,075,164	133,029	13
Alpine	450		
Amador	11,855	896	3
Butte	101,969	5,164	5
Calaveras	13,585	753	6
Colusa	12,430	2,133	17
Contra Costa	558,389	51,903	9
Del Norte	14,580	872	5
El Dorado	43,833	1,933	4
Fresno	413,053	104,177	25
Glenn	17,521	1,859	11
Humboldt	99,692	4,019	4
Imperial	74,492	34,260	46
Inyo	15,571	1,137	7
Kern	329,162	55,310	17
Kings	66,019	16,336	25
Lake	19,546	378	4
Lassen	16,796	1,302	3
Los Angeles	7,036,463	1,299,311	18
Madera	41,519	9,955	24
Marin	206,038	12,021	6
Mariposa	6,015	154	3
Mendocino	51,101	2,584	5
Merced	104,629	23,951	23
Modoc	7,469	586	3
Mono	4,016	48	1
Monterey	250,071	52,715	21
Napa	79,140	5,954	8
Nevada	26,346	1,204	5
Orange	1,420,386	160,168	11
Placer	77,306	7,202	9

HEW Department Budget

The following is a breakdown of the HEW Department's budget, including its fiscal 1972 funding, its request to the Office of Management and Budget last fall and the President's fiscal 1973 budget proposal. The department's budget requests are based on its November 22 submission to the OMB and do not reflect changes made during the appeal process or adjustments made after the Administration's decision to use all funds appropriated in fiscal 1972. The figures are in thousands and rounded. Only major items are listed; thus they do not add up to the department's total request.

[In thousands]

	Fiscal year 1972 funding	HEW's fiscal year 1973 request to OMB	Fiscal year 1973 budget authority
FDA	$110.6	$199.0	$187.8
Foods	43.8	68.0	66.4
Drugs and devices	40.9	60.0	59.1
Product safety	18.8	56.3	48.2
HSMHA	2,291.3	2,255.7	2,220.0
Mental health	610.5	659.4	612.2
Family planning	90.3	107.8	139.0
Maternal, child health	238.7	252.9	252.5
Regional medical	99.4	110.2	130.2
Disease control	88.3	79.6	92.9
HMOs		74.0	60.0
Medical construction	277.7	91.5	90.8
Indian health care	183.4	213.7	205.3
NIH	2,176.0	2,428.7	2,183.6
Cancer	337.6	550.8	430.0
Heart and lung	232.2	243.8	254.4
Medical sciences	173.5	174.2	175.7
Arthritis-metabolic	153.2	159.1	158.4
Child health	116.9	124.7	126.7
Allergy-infectious	108.7	112.8	111.9
Health manpower	673.5	646.5	532.7
Office of Education	5,868.0	6,063.7	6,144.5
School district aid	1,793.9	1,811.4	1,743.9
Aid to State Departments	33.0	53.0	43.0
Federal impact aid	611.9	405.9	430.9
Emergency aid	519.7	1,000.0	1,000.0
Handicapped aid	110.1	141.1	131.1
Vocational education	547.3	583.5	549.3
Higher education	1,594.8	1,325.4	1,190.9
Black colleges aid	51.9	60.0	100.0
SRS	13,500.0	15,064.0	13,882.1
Public assistance grants	6,708.5	7,720.9	7,554.1
Medicaid	4,051.6	4,645.0	4,477.7
Social services	1,363.3	1,155.0	1,241.3
Work incentives	259.1	300.0	205.0
Vocational rehabilitation	617.8	710.0	675.8
Aging service programs	21.2	43.2	100.0
Juvenile delinquency	10.0	20.0	10.0
Social service integration		20.0	
SSA:			
Federal funds	3,075.1	3,179.7	3,032.7
Trust funds	51,300.4	59,304.7	59,521.4
OCD	390.6	416.1	408.5
Head Start	369.0	392.2	385.9
Office of the Secretary	58.9	75.5	67.3
Civil rights	10.8	14.1	13.1
Management	49.1	61.4	54.3
Total HEW Department	76,534.1	86,838.6	86,887.8

[Further documentation submitted by Jose Duarte follows:]

PREPARED STATEMENT OF RICARDO ZAZUETA, NATIONAL DIRECTOR, JOBS FOR PROGRESS, INC., LOS ANGELES, CALIF.

Mr. Chairman:

To manifest the position of the SER organization on bilingual manpower and bilingual education it will be beneficial to explain our accomplishments and future goals in both areas. SER has grown from a regional Southwestern organization into a national program designed to upgrade the educational and socio-economic status of the Spanish speaking in thirteen states, Arizona, California, Colorado, Illinois, Indiana, Kansas, Michigan, Nebraska, Nevada, New Mexico, Texas, Utah, Washington, and Wisconsin.

SER's bilingual education efforts are concentrated in four areas, Advanced Adult Education, Adult Basic Education, English as a Second Language, and job related education. Major innovations in the teaching techniques and methodologies for these bilingual education programs have been emphasized throughout the local Bilingual Educational systems developed for the SER enrollees. Our organization continually sees the need for improvement and innovation in the bilingual education of disadvantaged adults, especially the Mexican Americans. We feel the treatment of the Mexican American by the Educational institutions of our society is exemplified by a recent article in the Los Angeles Times titled, "Anglo Pupils Favored Over Latins". This article goes on to show and illustrate how the comparative neglect of Mexican American youngsters is likely to hinder seriously the educational opportunities and achievement of Chicano pupils. The announcement of the results of this 1970-1971 study, which involved schools in California, Texas and New Mexico, brought charges that "Mexican American students are ignored compared to their Anglo peers." Anglo students tend to receive more positive teacher attention than Mexican American pupils in the schools of the Southwest quoting a spokesman for the U. S. Commission on Civil Rights. The previous report by the Commission, a nonpartisan agency, have documented a pattern of

ethnic isolation among Spanish speaking students in the Southwest, a failure of schools to respond to their cultural and linguistic differences and inequitable financing available to their schools and school districts.

Our organization is addressing itself to the educational and employment problems and needs of the Spanish speaking people, plus we have achieved a very successful record serving our people. Therefore, we urge SER's continual refunding on a national basis from the Department of Labor and the Department of Health, Education, and Welfare.

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GRADUATE ADMISSION PROFILE
FALL QUARTERS, 1966-72

the

School of Public Health

University of California,

Los Angeles

Prepared by:

Arturo A. Lagos-Franz

Summer, 1972

FINDINGS

A survey was conducted of graduate admissions for Fall quarters beginning with the year 1966, ending 1972. The specific findings are briefly summarized with special references to tables and graphs:

1) A total of 168 Third World applicants (representing 12.2%) of 1396 total applicants were accepted to (Fall quarters, 1966 to 1972) the School of Public Health, U.C.L.A. (See Table A).

a) Of the Third World Applicants accepted Ethnic percentage were represented as follows: 8 American-Indian (.58%); 45 Asian-American (3.3%); 81 Blacks (5.9%); 32 Chicanos (2.3%) and 2 Puerto Ricans (.15%) (See Table B).

2) During the period, fall quarters 1966-72, a total of 99 Asian-surnames (7.2%) were accepted. Furthermore, according to three groups . . . .

a) Nineteen (19) Asian-surnames were identified as Asian-Americans (Table B).

b) Approximately 26% of the Asian surnames admitted were unidentified as to U.S. citizenship (Table B).

c) The non-U.S. Asian comprised 53.4% or (or 54) of all Asian surnames accepted (Table A).

3) During the Fall Quarters, 1970 through 1972 the number of Third World Applicants accepted were 129 representing 16.3% of 791 total Applicants Accepted. (See Table B).

a) Third World representation were as follows: 8 American-Indian (1.0%), 27 Asian-American (3.4%); 61 Blacks (7.6%); 31 Chicano (3.9%) and 2 Puerto Ricans (0.3%).

4) For Fall Quarter, 1972, twenty-one per cent (21.7%) of all applicants accepted were Third World people (Table A, B).

a) Third World representation were as follows:

5 American-Indian (1.7%);
5 Asian-Americans (1.7%);
26 Blacks (8.9%);
25 Chicano (8.6%); and
2 Puerto Rican (0.7%).

TABLE A: APPLICATIONS AND ACCEPTANCES

GRADUATE ADMISSION PROFILE
Fall Quarters, 1966-1972
School of Public Health, U.C.L.A.

	1966	1967	1968	1969	1970	1971	1972	TOTAL
Total Applicants	371	399	371	381	477	631	769	3399
Accepted	154	167	147	137	198	303	290	1369
Non-Accepted+	217	232	224	244	279	328	479	2003
Enrolled for Fall 1972							373	
3rd World Applicant	?	?	?	?	29	69	141	
Accepted	11	10	11	7	23	43	63	168
Enrolled for Fall 1972							77	
Foreign	35	41	39	28	60	57	?	35 41 39 28 60 57 ? 260
Accepted	18	17	22	9	14	22	?	18 17 22 9 14 22 ? 102
Enrolled for Fall 1972							37	37
Asian	14	10	10	16	32	32	29	143
Accepted	7	6	4	6	7	14	10	54
Enrolled for Fall 1972							16	

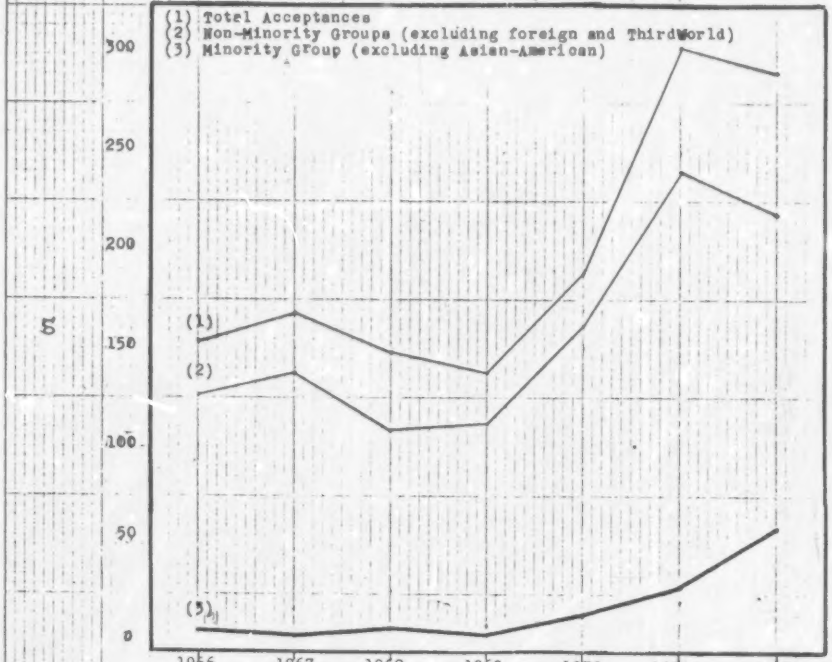
* Data obtained from the Office of Student Affairs, S.P.H., U.C.L.A.

\+ Refers to all applicants who were pre-admission and post-admission withdrawals, incomplete, rejected, including applicants where "no action" was taken.

? Ethnic identification was not required for such years; data incomplete.

GRAPH A-1

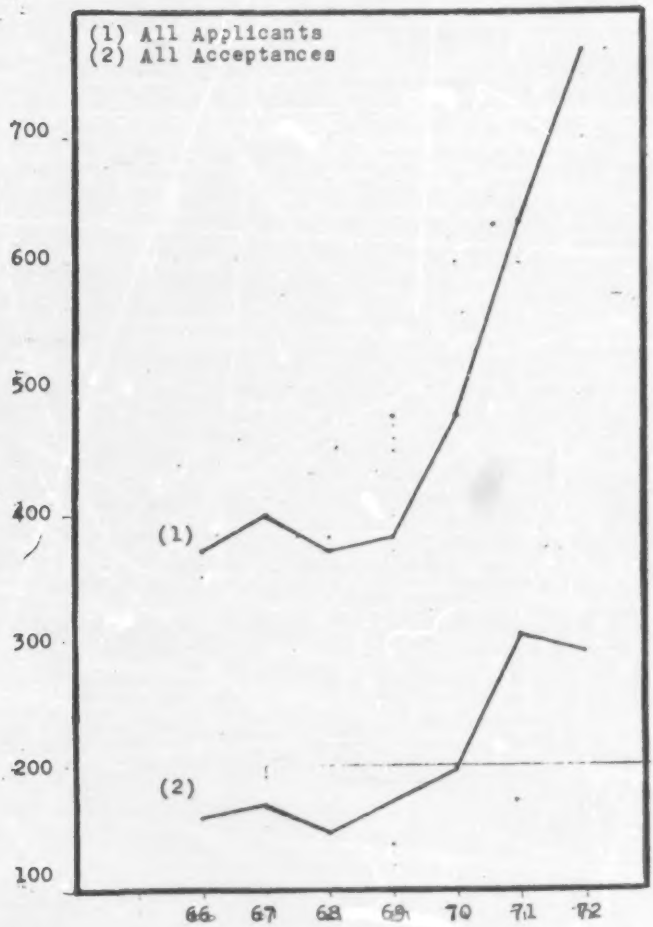
NON-MINORITY VS. MINORITY ACCEPTANCES
GRADUATE ADMISSIONS PROFILE* -FALL QUARTERS, 1966-1972
SCHOOL OF PUBLIC HEALTH, U.C.L.A.



* Data obtained from office of Student Affairs, S.P.H., U.C.L.A.

GRAPH A-2

ALL APPLICATIONS VS. ACCEPTANCES
GRADUATE ADMISSIONS PROFILE *
FALL QUARTERS, 1966-1972
SCHOOL OF PUBLIC HEALTH, U.C.L.A.



*All data obtained from Office of Student Affairs, SPH, UCLA

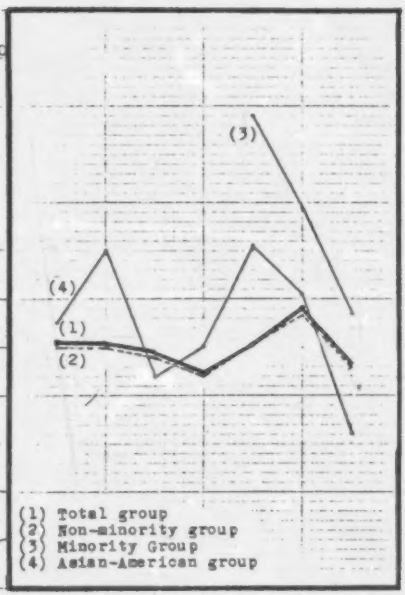
TABLE B: THIRD WORLD ADMISSIONS
Graduate Admission Profile*
Fall Quarters, 1966-1972
School of Public Health, U.C.L.A.

	1966	1967	1968	1969	1970	1971	1972	TOTAL
TOTAL 3rd WORLD	?	?	?	?	17	42	119	
Accepted	6	4	7	4	15	29	58	
Total enrollment for Fall 1972							76	
Asian-American	8	6	7	9	3	12	20	65
Accepted	3	4	2	1	2	2	5	19
Non-Accepted+	5	2	5	8	1	10	15	46
Unidentified*	3	4	4	3	10	15	2	41
Accepted	2	2	2	2	6	12	0	26
Total	11	10	11	12	13	27	22	106
Accepted	5	6	4	3	8	14	5	45
Enrollment for Fall 1972							19	
American-Indian	nda	nda	nda	nda	0	3	5	
Accepted	nda	nda	nda	nda	0	3	5	8
Enrolled for Fall 1972							6	
Black	nda	nda	nda	nda	14	31	71	
Accepted	6	3	7	4	13	22	26	81
Non-Accepted	nda	nda	nda	nda	1	10	45	
Enrolled for Fall 1972							31	
Chicano	0	1	0	0	2	7	39	
Accepted	0	1	0	0	2	4	25	32 - 46 all
Enrolled for Fall 1972							19	7e-
Puerto Rican	0	0	1	0	11	1	4	
Accepted	0	0	0	0	0	0	2	2
Enrolled for Fall 1972							2	
Minority Group[1]	?	?	?	?	17	42	119	
Accepted	6	4	7	4	15	29	58	
Total Enrolled for Fall 1972							58	

* Data obtained from Office of Student Affairs, SPH, U.C.L.A.
\+ Refers to all applicants who were pre-admission and post-admission withdrawals, incomplete, rejected, including applicants where "no action" was taken.
• Unidentified Asian-Americans were incorporated according to previous baccalaureate training in the U.S.
nda No data available.
1 Excluding Asian-American.

GRAPH B-1: COMPARATIVE ACCEPTANCE RATES

Graduate Admissions Profile*
Graduate Quarters, 1966-72
School of Public Health, U.C.L.A.



YEAR		RATIO	%
1966			
	(1)	154:371	41
	(2)	126:315	40
	(3)	n.d.a.	--
	(4)	5:11	45
1967			
	(1)	167:399	41
	(2)	137:335	40
	(3)	n.d.a.	--
	(4)	6:10	60
1968			
	(1)	147:371	39
	(2)	108:308	35
	(3)	n.d.a.	--
	(4)	4:11	36
1969			
	(1)	137:381	35
	(2)	112:328	34
	(3)	n.d.a.	--
	(4)	3:12	40
1970			
	(1)	198:477	41
	(2)	162:388	41
	(3)	15:17	88
	(4)	8:13	61
1971			
	(1)	303:631	48
	(2)	240:506	47
	(3)	29:42	69
	(4)	14:27	51
1972			
	(1)	290:769	37
	(2)	218:599	36
	(3)	57:119	47
	(4)	5:22	28

* All Data obtained from the Office of Student Affairs, S.P.H., U.C.L.A.

n.d.a. no data available.

TABLE C: ETHNIC PARITY AND PERCENT DIFFERENTIAL IN THE SPH GRADUATE ADMISSIONS PROFILE*
FALL QUARTER ENROLLMENT, 1972
SCHOOL OF PUBLIC HEALTH, U.C.L.A.

	L.A. Co.+ - %	Enrollment SPH -- %	Percent Differential
FOREIGN		37.(9.9)	0
TOTAL U.S. Pop.	7,032,075(100.00)	337(100.00)	
Anglo	4,777,904 (67.95)	260(77.15)	+ 9.20%
3rd World	2,256,171 (32.05)	77(22.85)	- 9.20%
Asian-Am.	228,223 (3.38)	19(5.63)	+ 2.25%
Am.-Indian	24,509 (0.35)	6(1.78)	+ 1.43%
Black	762,844 (10.85	31(9.19)	- 1.66%
Sp.Surn.Chicanos	1,208,289 (17.17)	19(5.63)	-11.57%
Puerto Rican	20,306 (0.30)	2(0.50)	+ 0.20%
Asian American	228,223 (3.38)	19(5.63)	+ 2.25%
Japanese	104,078 (1.48)	8(2.37)	+ 0.89%
Chinese	40,798 (0.58)	9 (2.66)	+ 2.08%
Filipino	33,459 (0.47)	1(0.30)	- 0.14%
Other*	59, 885 (0.85)	1(0.30)	- 0.55%

* Enrollment data obtained from the Office of Student Affairs, SPH, U.C.L.A.

+ Population for L.A. County based on the 1970 U.S. Census, Spanish American, California.

CONCLUSIONS

1) Based on the findings as described in Table A it is projected that a continued rise of total applicants will occur and will approach the one thousand mark for Fall Quarter, 1973 (Graph A-2).

a) There appears to be a significant upward trend towards more prospective Third World applicants (Table A).

2) It appears that as the total number of prospective Third World applicants, ~~increase~~ increase, a significant decrease in percentage has occurred within the last three fall quarters. In addition it is noted that a stable acceptance rate of approximately forty per cent has occurred over the past seven year period for the non-minority group (Graph B-1) even though there has been a significant increase of acceptances for the same group in question within the same period (Graph A-1).

a) However, no predication for increase or decrease trends can be made for prospective Third World acceptances.

3) A comparison of Ethnic parity in the School of Public Health was made according to population parity of the County of Los Angeles (See Table C). Accordingly for Fall enrollment, 1972 the total Third World representation with respects to certain ethnic groups were slightly to grossly under-represented. Certain ethnic

were slightly over-represented:

a) The American-Indian appears to be slightly over-represented.

b) The Asian-American appears to be over-represented. However, over-representation is mainly due to over-representation of Chinese and slight over-representation for Japanese. For Filipino, and Samoans there appears to be under-representation.

c) The Black population appears to be clearly under-represented by approximately two per cent.

d) The Chicano population appears to be clearly under-represented by approximately twelve per cent.

e) The Puerto Rican population appears to be represented.

f) The total Anglo group appears to be over-represented by approximately 9.2%.

RECOMMENDATIONS

That the School of Public Health, U.C.L.A. conduct an annual graduate admission and enrollment profile for Fall quarter 1973 providing that pre-defined admissions outcomes are determined. In addition ethnic and foreign categories should be properly designated during the application process.

That the School of Public Health utilize this initial survey as bases for establishing a "goals committee" which should be made up of faculty, student and total community representatives involved in Health manpower. This committee will be charged with the responsibilities of establishing proper goals and time tables with respect to under-representation and meeting the health demands of Third World communities.

That the School of Public Health utilize future relevant data in upgrading goals and time tables which will match changing population growth.

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FOOTNOTES

[1]The word is increasing being used by the five ethnic groups in lieu of "minority."

[2]Statement of the Caucus of the Third World Health Professionals, *Student Health Manpower Conference*, March 10-12, 1972, Chicago, Illinois.

[3]The use of the word "minority" here refers to the actual fact that Third World people are in effect are under-represented.

[4]It is by no means suggested that the Administration has taken a independent initiative but rather that through the advocacy of certain Third World students the administration has conceded and cooperated in modifying selection criteria and general admissions.

[5]"The 'Affirmative Action' Debate: Can Justice Be Color-Blind?", Harold Flemming, City (Summer 1972) 28-31.

[6]Demand is used here as an economic term.

[7]Mark S. Blumberg, M.D., "Measuring the Adequacy of Health Manpower," (unpublished), Berkeley, June 1970.

[8]"Population by Major Ethnic Groupings, Los Angeles County, 1950, 1960, 1970," Human Relations Research-Gram, March, 1972.

[9]"White and Non-White Population, 1960-70 Compared, Los Angeles County," Quarterly Bulletin #116, Regional Planning Commission, County of Los Angeles, April, 1972.

Senator CRANSTON. Thank you very, very much. You presented a very, very detailed and useful statement in the field where I think we lack a great deal of knowledge that we needed to know.

As you know, I authored the amendments to the Health Manpower Act which provide for recruitment and retention of socially and economically disadvantaged students in the health professions. I also authored similar provisions amending the Nurse Training Act, broadening that act to provide for greater career mobility and particularly to establish programs to encourage licensed vocational nurses, nursing assistants, and aides, and other paraprofessional nursing personnel to move into the nursing profession. I have sought full funding for these provisions, but the administration has been slow to respond. I know you have been actively involved in implementing these provisions in the community.

Could you describe efforts made to recruit more Chicanos into nursing schools, the outcome of these efforts, and any special problems you encountered in this effort?

Mr. DUARTE. Well, our organization had a nursing recruitment program of Chicano nurses, and it was a very successful program, particularly at Cal State LA, which has a 4-year program.

The problem we have now is that most of those nurses are either dropping out or will be dropping out for lack of financial support.

As you well know, the educational opportunity program is just about out, and the basic educational opportunity grants are just about out, also. And our Chicano people do not have the finances to pursue the 4 years in school. That's the problem that we're having, and it is a very difficult thing to try to retain our nursing students, our Chicano students, and students in other health professions, because of the lack of financial aid, and that's the problem.

Senator CRANSTON. What programs have you developed to increase the retention rate?

Mr. DUARTE. We have a program now that doesn't provide any financial assistance to students, but basically, it provides motivational tutoring and advising those students in nursing schools to stay there for the duration of the period of time. But, again, you may get the most motivated person and dedicated person in the world, but if there's no funds to subsidize that person, he's not going to stay in school. That's the problem that we're having now.

Senator CRANSTON. Assuming that you don't have this figure at your fingertips, can you supply for us, for the record, the number of Chicanos enrolled in medical schools?

Mr. DUARTE. In closing my remarks, Senator, I was going to present this folder here that has a lot of statistical data with regard to medical nursing schools in the southern region.

Senator CRANSTON. Do you have a national figure?

Mr. DUARTE. The national figure is very general. I have it on paper.

Senator CRANSTON. Could you supply that for the record?

Mr. DUARTE. The Association of the American Medical Colleges, a national group, reported in 1972 that out of 43,399 medical students in the United States, only 247 are Chicano students.

Senator CRANSTON. That's disgraceful.

Mr. DUARTE. That's a shame.

Now, the other depressing statistic is the American Dental Association report and that is that out of 17,305 dental students in the United States, only 67 students are Chicano.

Senator CRANSTON. In California, active steps have been taken by some health training institutions to recruit more Chicanos. Do you have statistics which would indicate an increase in the number of Chicano students resulting from an affirmative recruitment program?

Mr. DUARTE. Senator, if you call improvement from zero to five, and then to six, then that is improvement. But, that's really the case.

Senator CRANSTON. That's not much.

Mr. DUARTE. In the records, again prior to 1968, there was not one Chicano in the nursing school at UCLA that had graduated, not one prior to 1968. As of now, 1973, there has not been one Chicano doctor that graduated or has graduated from the UCLA School of Medicine, and that's a public school. These are just figures that you could find all over, and I have them on paper.

Senator CRANSTON. Could you list ways in which the Chicano can be encouraged to enter the health field? I know you have advocated in the past that secondary schools have health career orientation courses to make the Chicano aware of career possibilities in the health field. Have you had any success in establishing these programs in high schools?

Mr. DUARTE. Yes. There is one program in progress now, and that's dealing with the junior high school students, and they're doing a lot of work in that field. I don't know exactly the details of the program. They're going into a group concept and what that is is that they get the "A" and "B" students and try to counsel them and motivate those students to go into the health professions and, you know, I think the students will eventually make it.

Other than that, I don't know too much about the program. But, I have written to one of our staff persons in Washington, and I have given her a list of resources.

Senator CRANSTON. Are there any other steps that you feel need to be taken to motivate young people in health?

Mr. DUARTE. Well, I think the previous testimony that you've heard here is one of the things that is dearly needed in motivating students. I think if you explain it in both languages and use the word that I've heard here, empathy, that you can motivate students into the health professions.

There is one way I can offer emphasis on that, but I think that's basically what has to be done.

Senator CRANSTON. Could you tell me, or supply for the record, figures indicating the ratio of physicians to Spanish-speaking population in an area such as east Los Angeles where there is a heavy concentration of non-English speaking families?

Mr. DUARTE, Well, first of all, you have to talk about the standards set by the American Medical Association and their recommended ratio to population is 1,000 population to one physician.

In east Los Angeles, we have 3,000 population to one physician which is a very, very bad figure. But, out of that 3,000, you probably find 25 percent of those physicians in east Los Angeles that are Spanish speaking or bilingual.

Mr. CRANSTON. Where have these physicians received their training?

Mr. DUARTE. Out of 25 percent, the physicians that we have, 40 percent received education in foreign medical schools.

Senator CRANSTON. Are there special barriers that create problems for the foreign-trained physician?

Mr. DUARTE. Definitely. A physician that is trained in Mexico or any Latin country has to graduate in that skill and basically, they have to give a year of internship before they can leave the country and then they have to pass another test. But, there's one exception, and that's the Canadian Medical School graduate. He doesn't have to take that test, and I wonder why. Is it because of the language similarities or what? But it's a foreign school and yet there's an exception.

Senator CRANSTON. I think that does bear investigation.

Mr. DUARTE. Really, it does, Senator Cranston.

Apart from that, after they take that particular test, and then they have to do an internship in a hospital that will accept them, then it's 9 times out of 10, a hospital does not want to take a foreign medical graduate and put him on an internship kind of program, and perhaps the person cannot communicate with his supervising physician.

Anyway, there are a lot of problems they have to go through. They have to take a State examination again, and this test again is not given to medical school graduates from Canada. Yet, the Canadian school is a foreign school.

After they take the tests, they have to take a written and manual test. They have to go through a long process and particularly if from a medical school in South America or Mexico, it takes probably 7 years from the time you graduate from that school in that country to get a license in California.

Many times, there are obstacles that they have to go through on any level, and then eventually, they forget about practicing medicine, and they go into being hospital attendants, laboratory technicians and all sorts of things, and their skills are going to waste.

There's an organization in this area called the National Medical Association, and it's made up of foreign medical graduates, and they can give you stories of what they've been through and many of these foreign medical graduates are doing menial work in clinics and hospitals, and they can't practice their profession. They're wasting their skills, really.

Senator CRANSTON. Thank you very, very much. You're obviously well informed in this field.

Mr. DUARTE. Thank you for this opportunity to speak to you.

Senator CRANSTON. I'd like to now say that we've heard from the list of scheduled witnesses that were in touch with us prior to this hearing. There are 11 other witnesses that would like to appear. We will now proceed to call them, and we'd like to ask each, if possible ,to limit whatever statements they will make initially ,to 5 minutes or less.

I also have to leave in about 15 minutes to fulfill another engagement. However, the staff representatives will remain here andthere will be a full opportunity for everyone who wishes to testify to be heard.

The testimony of the other witnesses who are going to testify will be reviewed, though, by Senator Pell and myself, even though we could not be present throughout the entire hearing.

Our first witness now is Ricardo Munoz. Mr. Munoz?

STATEMENT OF RICARDO MUNOZ, LOS ANGELES, CALIF.

Mr. MUNOZ. Basically, I'm going to make two basic comments. One of them deals with bilingual education. The first deals with why

has bilingual education come about and why is there a need for it and why has it been recognized and then why should the Federal Government do anything about it.

I think about 5 years ago, one thing that happened here at this school, here in Lincoln High School, is that there was a demonstration and there were walkouts. Three weeks ago in San Bernardino, there were similar walkouts. Students were demonstrating that they were dissatisfied with the quality of education that they received and were still receiving. There has been considerable frustration, particularly in the Mexican-American community, as to the education that has been bestowed upon them or provided for them.

Now, there is a recognition among educators that there is merit to bilingual education, and English as a second language. In the past, many students were treated—those students who could not speak English—were treated as mentally retarded. It wasn't until 1971 in the case of *Ruiz* v. *State Board of Education* that this problem was brought before the courts, and the court ordered the use of tests on students who could not communicate well verbally or written in English and they could not test on these tests that dealt in English and that were used to evaluate the students that could not speak English. It ordered that it could no longer be used for the purpose of placing them in classes for the mentally retarded.

This is one of the frustrations that I think eventually has led to bilingual programs. It's been recognized that there are special needs of students who cannot communicate well when they start into the educational system in English.

One of the frustrations that many of these demonstrations have brought out has been the very poor success rate in the educational system. The fact is that at a time, I think there was up to close to 50% of the students who entered this school that would not graduate. I think it has been reduced somewhat and it's at least 30% of the students who begin here at Lincoln High School that do not graduate. They drop out for different reasons. Some of them drop out because they did not get an adequate education in the first years of school.

I myself, I've worked in this community for some time and I've known students who have graduated from this school who have graduated and still were not really able to read their diplomas. They did not have the skills to read their diplomas!

I myself went to school in this school district from grade kindergarten all the way through the 12th grade and during that time I only recall having one teacher who was Spanish-speaking and who was bicultural.

Another thing that has to be looked upon is the bicultural aspect of the programs and the only teacher I had myself during the 12 years of schooling in this district was one that was a Spanish teacher that I had in high school.

But, getting now to the issue of this thing, the need is pretty well evident, and I think it has been substantiated scientifically, to some degree.

Why should the Federal Government get involved in this? Well, one thing that I see and I feel is that there is a need for a comprehensive plan to deal with these problems. I think bilingual education, the whole program, is an attempt to deal with problems for Mexican-Americans, the Mexican-American minority group, which have had problems in participating actually in society and having the full opportunities available in society.

One of the reasons has been that the schools that education has provided has not really met the special needs, and one of the reasons is that we are politically not very powerful, especially on the local level. As you know, in Los Angeles, there is not one councilman who is Mexican-American. There is not one board of supervisor who is Mexican-American.

The courts have declared that the districting for elections, reapportionment, have not been drawn correctly and that they have excluded Mexican-Americans. We are weak politically, and we look to the Federal Government for help.

There have been groups that have attempted to get the local school district to take some action, but as of yet, the Los Angeles City School Unified School District has no policy to employ bilingual education or many of the other programs that would attempt to deal with these problems.

Another fact is that a particular office has been working with certain members in this community, which is supposed to bring more bilingual and bicultural teachers into the school district, because this is something that the school district itself has neglected to do. They neglected it, and we have met with school officials and we have found that last year in this school district, they hired approximately 65 new teachers on contract, on different types of contract, and some of them weren't very firm contracts, and that out of those 65, there were no American Spanish surnames hired, and we fully expected that a person with a Spanish surname probably has bilingual and bicultural skills.

I think that there has been recognition, especially among people in the community, that they want to have bilingual and bicultural teachers. They want to have special teachers who have, say, graduated from this school, and who have gone into college and gone into teaching, and then come back to teaching. But this is not the case.

When you have a 30-percent dropout rate, you're not going to have too many going on to college, and those that will be going on, probably won't come back and return to teach.

In the case of *Brown* v. *Board of Education*, which was a great desegregation suit, recognized the fact that a self-image of the student is an important thing in the educational process.

Now, there has been very few and very little effort on the part of the local school district to do this. I think the State official who was here before said that they needed money to implement programs. But, I think this is why the Federal Government has to come into the school districts themselves. The State has not met the problems adequately.

The Mexican-American people, particularly the minority, do not have the political power at this time to really get programs on the local level off the ground, and these problems have to be faced, and I think the Federal Government should [illegible] on this.

Basically, this is what I wanted to come and talk to you about today.

Senator CRANSTON. Thank you very, very much.

Mr. WEXLER. I have one question.

Mr. Munoz, this bilingual education program is a program that is not distributed evenly with the other States. As a matter of fact, California gets the highest share. Not only does it get more, but it gets more in proportion to the bilingual programs in other States.

Now, suppose when this program comes up for reauthorization, some U.S. Senator points out that the Federal Government is putting $10 million into California for bilingual programs and that the State is only spending about $5 million. Why should taxpayers in Nebraska, South Carolina, or any other State, pay money for bilingual education in California when the State doesn't seem to do that themselves?

Mr. MUNOZ. Well, I think they would have to recognize that probably in their States they have certain special problems with which it can be dealt with at a Federal level. I think you'll find that in Kansas especially that there's a large Mexican-American population in Kansas City.

Mr. WEXLER. That's exactly the point I'm making. There is a large population, but they're not getting the money; California is, and why should California get the money that the other States are not receiving?

Mr. MUNOZ. I think perhaps it is based on the need in terms of the numbers, and California should get a larger share. In terms of criteria and in terms of demanding contributions from the States, you know, I really don't feel that I'm in a position or have any argument based on that particular issue. But, I think this is something that the Federal Government would have to work out with the State of California and with the other States in terms of devising a plan or a manner in which the funds are going to be distributed if they're Federal funds and if contributions are going to be asked of the States and if there's going to be a sharing of some type of expenses, then this is something that should be worked out, I think, probably, in the legislative branch.

Mr. WEXLER. Thank you.

Mr. MILLENSON. I would like to ask you about the tests. Would you speak to us about the testing, the psychological testing and would you discuss this for the record?

Mr. MUNOZ. I think probably what I could do is, I could refer you to the case where that particular issue was decided. And that is in the case of *Ruiz* v. *State Board of Education*, where there was voluminous testimony and studies that were brought forth in that particular case, which eventually led to the decision that these types of tests would not be used by this State in order to place people in mentally retarded classes.

Mr. WEXLER. Thank you. Our next witnesses are official representatives of the Los Angeles Unified School District panel.

Would those gentlemen please come forward?

The first is Trancito G. Baca. Mr. Baca?

STATEMENT OF TRANCITO G. BACA, PRINCIPAL, BILINGUAL COMMUNITY ADULT SCHOOL OF THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT, LOS ANGELES, CALIF.

Mr. BACA. Honorable Senator Cranston, Honorable Senator Claiborne Pell and the distinguished committee, I am Trancito G. Baca, principal of the Bilingual Community Adult School of the Los Angeles City Unified School District.

I would like to testify and make some recommendations to these committees on the need for Federal financial assistance for bilingual education at the adult level.

The first bilingual experimental adult school in the United States was launched in 1968 at the Santa Rosa Center in the San Fernando Valley and at the Salesian Center in east Los Angeles.

This educational program was developed with the cooperation of the Los Angeles Unified School District under the leadership of Dr. William Johnston, assistant superintendent, division of adult education, and the archdiocese of Los Angeles, represented by the Reverend Luis Valbuena, from the Santa Rosa Parish in San Fernando.

The Los Angeles City Unified School District budgeted $365,000 for this experimental program at the time. This is 1 of 28 adult schools with 60 branch locations currently serving the educationl needs of 250,000 adults in our community. The bilingual school is a regular adult school and has tripled in enrollment.

All instruction is performed by certified bilingual instructors. The school has over 3,000 students enrolled at present. The majority of the students express the need for English as a second language. Each year, greater interest is expressed for academic courses which will prepare the student for a high school diploma or to enter training at one of the occupational centers.

The need to learn "survival" English for communication and job opportunities is unlimited.

We believe that the Federal Government has the responsibility to provide financial assistance for the building and operation of bilingual community adult schools.

Immigration policies have caused an increase in the number of Spanish-speaking residents, and in particular, to the Los Angeles area. We do not oppose the immigration policies. Just to cite some statistics, the number has increased from 164,844 in 1965 to 244,150 in 1972.

The Los Angeles district office shows that 42 percent of the aliens who registered in January 1973, are from Mexico. The rate of the permanent residents has increased by 48 percent. If we are to help the alien become a functional and contributing member of society, we must educate him. In order to educate him, we must have financial backing.

The need for bilingual education is a reality and a necessity. For example, the Garfield community adult school recently opened a new bilingual center which was immediately overflowing with Spanish-speaking students.

The bilingual community adult school with Federal support could meet the demand and the need for bilingual education by functioning as a training center for teachers and paraprofessionals in bilingual education for service at other community adult schools.

The district has submitted to Washington many proposals for bilingual education at the adult level. But, these proposals have been turned down repeatedly. The district and the bilingual community adult school stand ready to deliver, but we need financial resources. What we have at the present is token.

I hope that today will be the beginning of a new era in bilingual education. With your support and leadership, we will be able to fulfill the ever-increasing needs in the community.

If there is to be a successful program of bilingual education for children, it is imperative that their parents also be involved in a bilingual approach to learning the language. Parents can develop skills to earn a living and help their children. After all, the child is in the home for a major period of time, and the key to success of the student in school is the home environment and the parent-child relationship.

If I might, I would like to make some recommendations where Federal assistance is needed.

1. For capital outlay to acquire land to build and to equip a bilingual community center for adults in East Los Angeles and the San Fernando Valley.

2. For English as a second language instruction and to train adults in skills as needed to be able to compete on the job market and to become functional in our society.

3. To recruit teachers and paraprofessionals and train them in bilingual education to serve in the adult schools.

4. To equip a bilingual media center, lab, library, and audio visual center.

5. For parent education classes to provide housing, equipment and the operation.

6. For children day and light care centers (to permit adults to attend classes).

7. To provide proper housing at branch locations.

8. To develop bilingual consumer education programs at the bilingual center and branch locations.

9. To provide a curriculum department to develop, translate and evaluate materials suitable for adults.

I thank the committees for the opportunity to submit this report on behalf of the Los Angeles City unified school district, the division of career and continuing education, the bilingual community adult school and the community.

Mr. WEXLER. If I can draw conclusions from your testimony, what you need is money to get the job done?

Mr. BACA. Yes, that's correct.

[The prepared statement of Transito G. Baca follows:]

Los Angeles City Unified School District
Bilingual Community Adult School
3731 Whittier Boulevard, Los Angeles, California 90023

WILLIAM J. JOHNSTON
Superintendent of Schools

TRANSITO G. RACA
Principal

February 26, 1973

The Honorable Senator Alan Cranston
Chairman, Senate Subcommittee on Human Resources

The Honorable Senator Claiborne Pell
Chairman, Senate Subcommittee on Education

I am Transito G. Raca, Principal of the Bilingual Community Adult School, Los Angeles City Unified School District. I would like to testify and make some recommendations to these committees on the need for federal financial assistance for bilingual education at the adult level.

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All instruction is performed by certificated bilingual instructors. The school has over 3,000 students enrolled at present. The majority of the students express the need for English As A Second Language. Each year, greater interest is expressed for academic courses which will prepare the student for a high school diploma or to enter training at one of the occuptional centers. The need to learn "survival" English for communication and job opportunities is unlimited.

We believe that the Federal Government has the responsibility to provide financial assistance for the building and operation of Bilingual Community Adult Schools. Immigration policies have caused an increase in the number of Spanish Speaking residents and in particular to the Los Angeles Area. We do not oppose the immigration policies. Just to cite some statistics, the number has increased from 164,833 in 1965 to 244,150 in 1972.

The Los Angeles district office shows that 42 percent of the aliens who registered in January, 1973, are from Mexico. The rate of the permanent resident has increased by 48 percent. If we are to help the alien become a functional and contributing member of society, we must educate him. In order to educate him, we must have financial backing. The need for bilingual education is a reality and a necessity--for example, The Garfield Community Adult School recently opened a new bilingual center which was immediately overflowing with Spanish-speaking students.

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If there is to be a successful program of Bilingual Education for children, it is imperative that their parents also be involved in a Bilingual approach to learning the language. Parents can develop skills to earn a living and help their children. After all, the child is in the home for a major period of time and the key to success of the student in school is the home environment and the parent-child relationship.

RECOMMENDATIONS

Federal Assistance is needed:

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2. For English As A Second Language instruction and to train adults in skills as needed to be able to compete on the job market and to become functional in our society.
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5. For parent education classes-to provide housing, equipment and the operation.
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9. To provide a curriculum department to develop, translate and evaluate materials suitable for adults.

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I Thank the committees for the opportunity to submit this report in behalf of the Los Angeles City Unified School District, The Division of Career and Continuing Education, The Bilingual Community Adult School and the community.

Mr. WEXLER. The next witness is Oscar L. Gallego, principal of the East Los Angeles occupational center.

STATEMENT OF OSCAR L. GALLEGO, PRINCIPAL, EAST LOS ANGELES OCCUPATIONAL CENTER, LOS ANGELES, CALIF.

Mr. GALLEGO. The name is Gallego which emphasises the need for bilingual education.

Hon. Senator Alan Cranston, chairman of the Senate Subcommittee on Human Resources, Hon. Senator Claiborne Pell, chairman of the Senate Subcommittee on Education, I feel privileged for this opportunity to appear before this distinguished committee.

As principal of the East Los Angeles occupational center, Los Angeles unified school district, division of career and continuing education, one of the five strategically placed regional occupational centers in the greater Los Angeles area, I would like to share briefly with you my accumulative experiences in both manpower and occupational programs.

Having served as the first principal of the East Los Angeles MDTA skill center, I can wholeheartedly concur with the views of my colleague, Mr. Cortina.

At this time, I wish to inform you of the impact of Federal funding in helping to support a unique and tangible training program under the guidelines of the regional occupational centers.

The East Los Angeles occupational center is particularly challenging in that it is designed to meet the needs of the predominantly Mexican-American residents of the east and northeast Los Angeles community.

I refer you to a copy of a recent article that appeared in the American Vocational Journal, which gained national recognition. This article identifies the scope and philosophy of our center.

[See article entitled Bienvenidos!, p. —]

Mr. GALLEGO. I also bring to your attention this publication entitled "Sixteen to sixty—ROC/ROP" that portrays the full story of the ROC/ROP concept that started with a base of zero in 1967 and has now reached a point where the combined programs offer concrete cleaning in over 175 areas of occupational training.

In addition to the five centers, we are also using over 45 industrial plants and are utilizing many of the Los Angeles unified city schools' vocational facilities.

These flexible, short term, high placement programs in demand occupations are proving to be an invaluable dimension to all of the people in Los Angeles, and especially to our Mexican-American population.

Briefly, the background of the East Los Angeles occupational center includes the following:

1. School officials selected the site in a central location to serve an area of chronically high unemployment.
2. Bilingual instructors were selected as priority policy whenever possible.
3. Publicity via newspapers, radio and TV is slanted toward recruitment of Mexican-Americans, as well as other minorities.
4. Bilingual telephone operators and office staff are employed to improve communication with the community.

5. Branch training locations were established in the DHRD service center, as well as other community agency sites in an effort to make training more accessible to the residents.

6. Regional occupational center instruction in many instances becomes an extension of skill center training in that it allows for upgrading and reinforcing of job skills.

7. A multitude of agencies refers students individually; therefore, we compliment the services of other federally funded manpower programs, such as: MDTA, Model Cities, NYC, CEP, SER, EPSS, DVR, Veterans, WIN, and others.

It follows, therefore, that if manpower programs are curtailed, the residual effect can only be negative. I offer the following recommendations:

1. That the Higher Education Act, under title X, includes specifically regional occupational centers and programs so that we will be able to complete construction now instead of waiting long and indefinite periods of time. (Up to 10 years.)

2. That VEA funds be continued at the same level and preferably at a higher level since vocational education has made such tremendous gains. Anything short of this consideration will seriously hamper us and will act as a deterrent in the implementation of vocational education training for many years to come.

3. That more funds be allocated for programs such as workstudy and work experience so that more of our bilingual students can remain in school and simultaneously gain industry-related experiences.

4. That regional occupational centers, such as ours, be subject to specific Federal guidelines so that they may be represented in State committees, as are other levels of education.

5. That the Federal Government give our regional occupational centers and programs due recognition as a distinct and unique level of necessary education, allowing for growth potential beyond all previous expectations.

For example, we are now serving over 40,000 youth and adults in our five centers. It is anticipated that this year alone, an increase of 41 percent will be realized, bringing our total to over 60,000. Next year we expect to serve almost 100,000.

6. That special funding be made available to needy students who are restricted from training because of low socioeconomic levels. Subsistence for these residents is mandatory if we are to properly serve this worthy segment of our population. The hospitals alone are clamoring for bilingual paramedical workers, as are many civil services, private and public agencies.

7. That Federal assistance be granted for capital outlay to construct and equip more and larger regional occupational centers in the enormous urban area of Los Angeles.

8. That regional occupational centers be considered as postsecondary institutions and receive equitable financial support as is presently extended to the community colleges and universities.

9. That educational occupational programs (EOP) be extended to include regional occupational center students with vocational goals so they may receive the same benefits as afforded college students with academic goals.

10. That Federal funds be allocated to replace obsolete equipment with modern, up-to-date equipment, allowing for more meaningful training.

I join my other colleagues in endorsing with confidence and conviction the need for categorized Federal funds to further the scope and further the manpower and regional occupational center programs.

Thank you.

Mr. ALDRIDGE. Are you going to address the Asian population, also?

Mr. GALLEGO. Yes, sir. In fact, we have met with our nearby Chinatown, and we're setting up programs now.

Mr. ALDRIDGE. But, at the moment, you don't have any programs specifically for Asians?

Mr. GALLEGO. We have our enrollment, and it is open to anyone, and incidentally, it's continuous, where you can come at any time in the semester, and we do have some Asian population.

Mr. WEXLER. Thank you very much.

Mr. GALLEGO. Thank you.

[The prepared statement of Mr. Gallego and other information referred to and subsequently supplied follow:]

Statement of
Oscar L. Gallego, Principal, East Los Angeles Occupational Center
Before Senator Alan Cranston and Claiborne Pell
Los Angeles, California
Monday, February 26, 1973

The Honorable Senator Alan Cranston, Chairman of Senate Subcommittee on Human Resources.

The Honorable Senator Claiborne Pell, Chairman of Senate Subcommittee on Education:

I feel privileged for this opportunity to appear before this distinguished committee.

As Principal of East Los Angeles Occupational Center, Los Angeles Unified School District, Division of Career and Continuing Education, one of the five strategically placed regional occupational centers in the greater Los Angeles area, I would like to share briefly with you my accumulated experiences in both manpower and occupational programs.

Having served as the first Principal of the East Los Angeles MDTA Skill Center, I can whole heartedly concur with the views of my colleague, Mr. Cortina. At this time I wish to inform you of the impact of federal funding in helping to support a unique and tangible training program under the guidelines of the Regional Occupational Centers. The East Los Angeles Occupational Center is particularly challenging in that it is designed to meet the needs of the predominantly Mexican-American residents of the East and Northeast Los Angeles community. I refer you to a copy of a recent article that appeared in the American Vocational Journal which gained national recognition. This article identifies the scope and philosophy of our Center. (See article entitled "Bienvenidos...")

I also bring to your attention this publication entitled "Sixteen to Sixty--ROC/ROP" that portrays the full story of the ROC/ROP concept that started with a base of zero in 1967 and has now reached a point where the combined programs offer concrete training in over one hundred and seventy-five areas of occupational training. In addition to the five centers, we are also using over forty-five industrial plants and are utilizing many of the Los Angeles Unified City Schools' vocational facilities.

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These flexible, short-term, high-placement programs, in demand occupations, are proving to be an invaluable dimension to all of the people in Los Angeles and especially to our Mexican-American population.

Briefly, the background of the East Los Angeles Occupational Center includes the following:

1. School officials selected the site in a central location to serve an area of chronically high unemployment.
2. Bilingual instructors were selected as priority policy whenever possible.
3. Publicity via newspapers, radio, and T.V. is slanted towards recruitment of Mexican-Americans as well as other minorities.
4. Bilingual telephone operators and office staff are employed to improve communication with the Community.
5. Branch training locations were established at the D.H.R.D. Service Center as well as at other community agency sites in an effort to make training more accessible to the residents.
6. Regional Occupational Center instruction in many instances becomes an extension of Skill Center training in that it allows for upgrading and reinforcing of job skills.
7. A multitude of agencies refer students individually, therefore, we complement the services of other federally funded manpower programs such as: M.D.T.A., Model Cities, N.Y.C., C.E.P., S.E.R., D.P.S.S., D.V.R., Veterans, WIN and others.

It follows, therefore, that if manpower programs are curtailed, the residual effect can only be negative. I offer the following recommendations:

RECOMMENDATIONS

1. That the Higher Education Act under Title 10 include specifically, regional occupational centers and programs so that we will be able to complete construction now instead of waiting long and indefinite periods of time (up to ten years).
2. That VEA funds be continued at the same level and preferably at a higher level since vocational education has made such tremendous gains. Anything short of this consideration will seriously hamper us and will act as a deterrent in our progress.
3. That more funds be allocated for programs such as Work Study and Work Experience, so that more of our bilingual students can remain in school and simultaneously gain industry-related experiences.
4. That regional occupational centers such as ours be subject to specific federal guidelines so that they may be represented in State Committees as are other levels of education.
5. That the federal government give our regional occupational centers and programs due recognition as a distinct and unique level of necessary education allowing for growth potential beyond all previous expectations. For example, we are now serving over 40,000 youth and adults in our five centers. It is anticipated that this year alone an increase of 41% will be realized, bringing our total to over 60,000. Next year we expect to serve almost 100,000.
6. That special funding be made available to needy students who are restricted from training because of low socio-economic levels. Subsistence for these residents is mandatory if we are to properly serve this worthy segment of our population. The hospitals alone are clamoring for bilingual paramedical workers as are many civil service, private and public agencies.

7. That federal assistance be granted for capital outlay to construct and equip more and larger regional occupational centers in the enormous urban area of Los Angeles.
8. That regional occupational centers be considered as post-secondary institutions and receive equitable financial support as is presently extended to the community colleges and universities.
9. That Educational Occupational Programs (EOP) be extended to include regional occupational center students with vocational goals so they may receive the same benefits as afforded college students with academic goals.
10. That federal funds be allocated to replace obsolete equipment with modern up-to-date equipment allowing for more meaningful training.

I join my other colleagues in endorsing with confidence and conviction the need for categorized federal funds to further the scope and future of manpower and regional occupational center programs.

Thank you.

Presentation to Senator Alan Cranston, Chairman, Senate Subcommittee on Human Resources and Senator Claiborne Pell, Chairman, Senate Subcommittee on Education.

Honorable Senator Cranston and Senator Pell, we at the East Los Angeles Skill Center welcome this opportunity to relate to you the outcome of a seed planted by an earlier congress and the hope and success that it has brought to thousands of East Los Angeles area residents since its inception on June 15, 1966.

Early in the morning on that day 75 adults gathered in a converted factory building, located less than 1/3 of a mile from the Maravilla Housing projects. Forty-five of the seventy-five spoke little or no English. All were heads of household - all were possessed with the responsibility of the future for each of their families. Many were veterans of WW II or Korea - many were on welfare. All shared one common problem. A problem which if not solved meant continued unemployment, poverty and despair- in a society which promised much, but not to them. All lacked the job skills needed to obtain and hold a job. The training and employment success that this Skill Center could offer. This concept germinated quickly and blossomed - for this program was to be different than any other ever dreamed of.

It combined the training needs of the community with the technology of the best training system available. It linked the job placement needs of future graduates with the expertise of the state employment service. It provided minimum living allowances, so that trainees could continue to feed their families while they learned to break the welfare cycle. It was indeed an innovative and creative moment when Congress passed the Manpower Development and Training Act.

Within a few short months, the Skill Center developed and expanded into modern

classrooms and industrial training sites. By May of 1967, special staffs, recruited directly from Business and Industry, were training 1400 men, women and youth on a 21 hour per day schedule.

One year later in 1968, despite the highest placement rate ever achieved by the Skill Center (98.7 percent of those completing) we received the first of a series of cutbacks that was to trigger the warning of what lay ahead. Each year, since 1968, we have systematically been cut, apparently irrespective of the intent of Congress, or the high performance of the program.

Today, we have reached a critical moment at the East Los Angeles Skill Center and at the skill centers serving the other communities of Los Angeles.

This year less than 300 slots were allocated for a community needing thousands of training opportunities. It appears that without the foresight, conviction and fortitude that this Congress is capable of - the manpower programs which were created with so much hope and with such strong convictions to improve the plight of the jobless and unskilled, that our Center and others like it throughout the country will relegate back to useless buildings and empty promises.

The hope that was created will turn to despair. Unemployment will turn to poverty. Once again - we will be turning our backs on our own fellow Americans.

Congress must act to preserve and expand a program which today is producing a completion average of 88 percent and a job placement average of 94 percent. Let us briefly examine why this program shares such a high success:

First, the skill centers were given a high degree of flexibility - flexibility in program design, flexibility in the hiring of staff - flexibility in plant utilization and in the relationship with the community.

The instructors are hired directly from Business and Industry with the challenge of bringing that reality into the Center. Our staff is currently 86 percent bilingual. They are not only bilingual - they are culturally sensitive - they can empathize with our trainees rather than contribute to the self-fulfilling prophecy of the failure syndrome. The syndrome caused by both foreign rationalizations and middle class anglo-saxon expectations.

Secondly,
Our trainees have learned that alienation is not an automatic by-product of the American way of life. Here at the Skill Center we work side by side, in an atmosphere of dignity and mutual respect. Trainees are accepted every week, learning at their own individual rates, and graduate at the point they are job-ready. There are no semesters, quarters or breaks. Comprehensive Counseling support is provided. Personal, legal or home problems are not going to cause a trainee to drop out. Employment counselors provide continuous guidance toward the reality of the employers world. Job Developers work constantly during the program to assure a planned placement at the end of training. All training and supportive education is designed to satisfy one objective: WHAT TRAINING AND EDUCATION DOES THE TRAINEE NEED TO OBTAIN AND HOLD A JOB?

Thirdly, a cooperative planning approach links the skill center with Business and Industrial leaders, with education, welfare and veteran agencies, and with potential employers, so that the trainee was assured of the best training and a definite job placement.

What have been the results of nearly six years of adaptation and experience?

In the Los Angeles area alone - over 10,000 heads of household have been trained. 10,000 families have an employed parent to look up to - to support them - to teach them a better way - to help them avoid the conditions that created their unemployment and lack of skills.

In the process, hundreds of employers learned that the so called "hard core" and "disadvantaged" could become employees equal to or better than their own employees. So much so that the personnel departments of both the City and County of Los Angeles waived the high school diploma requirement in favor of the Skill Center training certificate. Written and oral examinations by both agencies are now given at the Skill Center, with many trainees being hired at that time. Many private employers have now begun to hire exclusively from the Skill Centers, based on the reputation of previous graduates.

Many major companies are now asking us for trained personnel in their areas - opening avenues for the training of our unemployed. Recently, the Pacific Telephone and Telegraph Company noted that while the job retention of employees hired "off the street" through traditional methods was fifty-five percent at the end of a year, the retention rate for Skill Center graduates was 91 percent.

- - - - - - - - - - - -

After six years of experimentation - adaptation and adjustment have proven us to have the potential of a healthy, viable, and blossoming Center - - -Each day, turning out the most valuable product in society - fellow human beings who are productive and who will have an opportunity to participate in the social and economic mainstream of our society. This Skill Center concept has been a reality not only in East Los Angeles but also in Watts, Venice, the

San Pedro - Wilmington areas, Pacoima and other poverty pockets.

The Skill Centers were created by a Congress which wanted to show Americans a better way - one that sought solutions through many of the acts it has designed and implemented. Programs such as the Bilingual Education Act, the Educational Personnel Development Act, under Title I, the Adult Basic Education Act, and the establishment of Educational laboratories to develop bilingual bicultural programs were indicative of the concern and leadership at the federal level.

We ask you to consider not only the continuation of our Skill Centers, but that you increase them so that they may more effectively serve the unemployed and underemployed adults and youth. Our center maintains the most able bilingual staff, hired directly from industry. Our training facilities represent the most realistic environment for preparation in the world of work. We have demonstrated our capability to work with the unemployed and unskilled, whether they be male or female, adult or youth . . . whether they be a welfare recipient, a returning Viet Nam veteran, a high school drop out or a parolee from prison.

We are kidding ourselves if we feel that the elimination of skill centers will eliminate the need for removing the stigma of unemployment which society itself has helped to create. We are kidding ourselves if we "save dollars" by increasing the numbers on welfare and public assistance. How do we measure the real cost of the continuing failure and unemployment cycle passed on to the children of the unemployed? Do we face that tomorrow? Next week? Or the next generation?

I am sure that with the foresight of Senators and Congressmen such as yourselves - that there is still hope - that this society will never again turn its back and that it once again will provide the leadership that it undertook in the 1960's to help Americans to help themselves.

I am submitting at this time our current statistical report indicating the numbers and percentages of participation, completions and placements. I am also submitting a brief informational brochure in English and Spanish which highlights the strengths of Skill Center training.

CAMERA COPY—PLEASE SHOOT AND
SUPPLY 2 SETS DYLUX
(Hold Page Numbers Inboard)

EAST LOS ANGELES SKILL CENTER
Division of Career and Continuing Education
Los Angeles City Unified School District
MANAGEMENT CONTROL WEEKLY REPORT

WEEK ENDING FEBRUARY 9, 1973

PROJECT NO.	PROJECT TITLE	START DATE	END DATE	TOTAL WEEKS	AVG. WK TRAIN	CURRENT ENROLLMENT: SLOT MAX.	CURRENT ENROLLMENT	INTAKE NEED	THIS WEEK ENROLLED--DROPPED: MEN	WOMEN	MEN	WOMEN	CUMULATIVE-SUMMARY: CUMULATIVE ENROLLMENT FROM 10/72	TOTAL EGRESS	COMP. TRAIN	PLACE ON JOB	TRANS. TO OTHER PROGRAMS	LEFT PROG. EARLY
CM 3007-001	COMMUNICATION SKILLS	10-02-72	08-31-73	48	33	23	23	0	0	1	0	0	33	12	11	11	0	1
CM 3007-010	LIC. VOC. NURSE	10-02-72	08-31-73	48	33	45	36	9	0	0	0	0	40	4	0	0	0	4
CM 3007-011	MULTI-CLERICAL	10-02-72	08-31-73	48	33	90	91	0	0	3	0	0	126	39	35	33	0	4
CM 3007-012	AUTOMOTIVE CLUSTER	10-02-72	08-31-73	48	33	30	22	8	3	0	0	0	29	8	7	6	0	1
CM 3007-013	MULTI-IND FABRICATION	10-02-72	08-31-73	48	33	120	120	0	10	0	0	0	180	61	56	52	0	5
	(AUTO AIR CONDITION)					20	18	2	2	0	0	0	21	3	2	2	0	1
	(AUTO BODY REPAIR)					5	5	0	1	0	0	0	7	2	0	0	0	2
	(ELECTRONICS)					25	25	0	0	0	0	0	35	10	10	10	0	0
	(METAL MACHINE)					25	26	0	4	0	0	0	47	21	21	21	0	0
	(REFRIGERATION)					25	27	0	1	0	0	0	39	13	13	11	0	0
	(WELDING)					20	19	1	2	0	0	0	31	12	10	8	0	2
						TOTAL 308	292						408	[redacted]	109	102		15

Trainees of all ages learn through demonstration and then actual hands on.

The East Los Angeles Skill Center

High Placement Success, Broad Training Program Aid Persons Needing Skills, Jobs

One of the most successful training systems for older youths and adults has been conducted by the Division of Career and Continuing Education since 1967 at five skill centers, located in East Los Angeles, Pacoima, Watts, Venice and San Pedro-Wilmington. The primary purpose of these centers is to provide training, related educational skills, intensive supportive services and employment for the unskilled and unemployed residents in the Los Angeles-area communities.

The East Los Angeles Skill Center, located at 1260 Monterey Pass Rd., less than one-half mile from the Maravilla Housing Project, draws trainees from the entire East Los Angeles area. The trainees are referred to the skill center by the East Los Angeles Service Center, a unit of the Department of Human Resources Development (D/HRD). Trainees are usually unemployed and unskilled, requiring full time intensive training

(Continued on Page 2)

LOS ANGELES CITY SCHOOLS
Educational Progress

(Continued from Page 1)

in a salable skill and are given minimal living allowance for rent, food and family needs through federal funds distributed by D/HRD.

Training

New trainees are enrolled every Monday throughout the year. There are no semesters, quarters or breaks. All trainees are counseled, their needs assessed, then are placed into an eight hour career education program leading directly to job placement.

The trainees enroll into a broad occupational cluster, than begin to specialize in one of several occupational titles within each cluster. Examples of career clusters offered include electronics, multi-clerical, health services, automotive, metal machine trades, welding, air-conditioning and refrigeration. Examples of specific training now offered include Radio-Television Repairman, Certified Welder, Clerk-Typist, Clerk-Steno, Commercial and Domestic Refrigeration Technician, Auto Air Specialist, Light Duty Mechanic, Machine Operator, Electrical Device Repairman, Electronic Alarm Installer, Licensed Vocational Nurse and MTST Operator.

Placement Success

Placement success verified by D/HRD at 83 per cent.

Higher retention rate for skill center graduates than other employees are verified by Pacific Telephone Company, by Los Angeles City and Los Angeles County Personnel Departments and many private employers. Other accomplishments include:

- Seven years of training and placement experience in East Los Angeles.
- Over 10,000 trainees enrolled since 1967.
- High placement success with non-English speaking, welfare, veterans, unskilled and unemployed through an established reputation of intensive training and education.

Comprehensive Counseling Support

- Full-time counselors assigned to each cluster.
- Legal, medical, dental, educational, family and personal counseling and/or referrals.
- Continuous trainee evaluations involving counselors and instructors with each trainee.
- Employment attitudes and expectations stressed.
- Bilingual counselors.

High Reliance on Individual Progress and Readiness

- No semesters, quarters or breaks.
- Trainees enrolled each Monday throughout the year.
- Length of training varies with each individual's capability and progress.
- Trainees placed on job at point of attitudinal and skill readiness.
- Individual performance objectives rather than "text" approach.
- Trainees given basic, social and supportive needs in varying amounts, for successful job retention.
- Bilingual instructors and aides.

(Continued on Page 3)

Trainees learn at their own pace in the individual study lab.

Individualized instruction is readily available in all shops.

Paramedical trainees learn emergency admittance procedures.

(Continued from Page 2)

Career Cluster Approach to Training

- Trainee is geared into a training level suited to his capability.
- All trainees receive basic core of instruction.
- Each trainee receives advanced training in a specific occupation at his capability level. (Example: Electronics "cluster" currently offers electrical devices repairman, alarm installer, telephone installer prep and color television/radio repairman.)
- Skill center training enables graduates to "climb" the career ladder to higher level positions.

Industry-Oriented Training

- Continuous technical assistance by a staff of occupational specialists.
- Expert instructors hired directly from industry assist in placing trainees on jobs.
- All instructors credentialled by the California Department of Education.
- Trade advisory committees, composed of leading experts from business and industry, assist in the planning and evaluation.
- Work experience program allows employer and potential employee to test skills.
- Follow-up evaluation based on employer feedback.

Integrated Vocational, Educational and Supportive Training

- All education and counseling related to specific employment needs of each individual.
- Trainees are given basic education as needed, on a variable basis.
- Pre-employment English for Spanish-speaking trainees tailored around employment environment.
- Mini-courses such as Blueprint, Industrial Communication and Test Preparation supplement employment needs.
- Three well-equipped individualized learning labs provide specific basic education support.
- State credentialled bilingual lab instructors are qualified to diagnose problems and provide remediation.
- Education aides assist lab instructors.

Multi-Agency Planning and Cooperation

- Planning with State Department of Education, U.S. Office of Education and State Department of Human Resources Development.
- Close liaison with city, county and state personnel departments.
- Veterans and Department of Vocational Rehabilitation referrals.
- Job placement personnel stationed on site.

(Continued on Page 4)

Turning a brake drum is part of the automotive shop training at East Los Angeles Skill Center.

For further information, please contact the East Los Angeles Skill Center, 1260 South Monterey Pass Rd., Monterey Park, Calif. 91754. 263-6903.

Issued by the Public Information Office, Los Angeles City Schools, John A. Gilleon, director, 450 N. Grand Ave., Los Angeles, Calif. 90012 (687-4341)

Estudiantes de todas edades aprenden primero por demonstracion y en seguida practicando.

East Los Angeles Skill Center

Exito en Conseguir Empleo, Programa de Entrenamiento Extenso, Ayuda a Personas Necesitadas de Oficio, Empleo

Uno de los sistemas de enseñanza que ha tenido más éxito para jovenes mayores y adultos, ha sido conducido por la División de Carrera y Educación Continua desde 1967, en cinco centros de ocupaciones localizados en el este de Los Angeles, Pacoima, Watts, Venice, y San Pedro-Wilmington. El propósito principal de estos centros es de proveer entrenamiento educación relacionada a oficios, servicios de apoyo y motivos, y empleo para personas sin oficio y sin empleo residentes en las comunidades del área de los Angeles.

El Centro de Oficios del Este de Los Angeles (E.L.A. Skill Center) esta situado en el 1260 S. Monterey Pass Road, a menos de media milla de los proyectos Maravilla, atrae estudiantes de toda el área del este de Los Angeles. Los estudiantes son enviados al Centro de Oficios por el Centro de Servicios del Este de Los Angeles (E.L.A. Service Center), una unidad del Departamento de Recursos Humanos. Por lo general, los estudiantes que no tienen trabajo ni oficio, requieren entrenamiento intensivo en un oficio lucrativo y el Departamento de Recursos

(Continua en pagina 2)

LOS ANGELES CITY SCHOOLS — Educational Progress

(Continuacion de la primera pagina)

Humanos, con fondos del gobierno federal, les dá una mensualidad mínima para renta, comida, y necesidades familiares

ENTRENAMIENTO CONDUCIDO DURANTE TODO EL ANO

Estudiantes nuevos son matriculados cada lunes durante todo el año. No hay semestres, trimestres, o interrupciones de estudio. Todos los estudiantes son aconsejados, sus necesidades son evaluadas, y luego colocados en un programa vocacional, con énfasis en conseguir empleo.

Los estudiantes se inscriben en un grupo de ocupación extenso, y luego se especializan en una de las varias ocupaciones dentro de cada grupo. Ejemplos de oficios en grupo incluye electronica, oficina, servicio de salubridad, estudios automovilisticos, soldadura, aire acondicionado y refrigeración. Ejemplos de entrenamiento especializado incluye reparacion de radio y television, soldador certificado, mecanografía, taquigrafía, tecnico de refrigera ión comercial y doméstica, especialista de aire acondicionado para autos, mecánico práctico, operador de máquinas, reparador de artefactos electronicos, instalador de alarma electronica, y enfermera con licencia vocacional.

EXITO EN CONSEGUIR EMPLEO

El éxito de acomodamientos de empleo es verificado por el Departamento de Recursos Humanos al 85 por ciento.

En comparación a otros empleados, los graduados de éste centro han sido los de más alto grado, esto es comprobado por la Compañía de Teléfonos "Pacific," por el Departamento de Personal de la Ciudad y el Condado de Los Angeles, y por muchas otras empresas.

- Siete años de entrenamiento y experiencia en conseguir empleo en el área de Los Angeles.
- Más de 10,000 estudiantes matriculados desde 1967.
- Exito alto en acomodaciontos de empleo para gente que no habla Inglés, gente que recibe ayuda del gobierno, veteranos, gente sin oficio y sin empleo, con una reputación establecida de entrenamiento y educacion intensiva.

SERVICIOS DE ORIENTACION Y CONSEJOS

- Consejeros asignados a cada grupo trabajando tiempo completo.
- Consejos sobre servicios médicos, personales, y educacionales.
- Evaluación continua del estudiante por los consejeros e instructores.
- El enfasis es sobre las actitudes de empleo y expectaciones del estudiante.
- Consejeros bilingues.

(Continua en pagina 3)

Estudiantes aprenden a su alcanze en el salon de estudio individual.

Instruccion individual esta disponible en cada estudio.

Algunos estudiantes aprenden el procedimiento de como admitir pacientes en casos de emergencia.

(Continuacion de pagina 2)

CONFIANZA EN EL PROGRESO Y EN LA PREPARACION INDIVIDUAL

- No hay semestres, trimestres, o interrupciones durante el año.
- Estudiantes son matriculados cada lunes durante todo el ano.
- La duración del entrenamiento varía con la capacidad y progreso del estudiante.
- Los estudiantes son acomodados en empleos en cuanto esten listos en sus actitudes y en el oficio que hayan escogido.
- Enfasis en el desempeño individual en vez de el método del "texto."
- Los estudiantes reciben apoyo en sus nececidades básicas y sociales, en diferentes cantidades, para ayudarlos a retener su empleo con éxito.
- Ayudantes e instructores bilingues.

METODO DE ENTRENAMIENTO HACIA UNA CARRERA EN GRUPO

- El estudiante es llevando a un nivel de entrenamiento adequado a sus capacidades.
- Todo estudiante recibe el curso básico de instrucción.
- Cada estudiante recibe entrenamiento avanzado en una ocupacion especifica según el nivel de su capacidad. (Ejemplo: El grupo de electronica ofrece reparación de artefactos electronicos, instalación de alarmas, prepara instalación de teléfonos, y reparación de television a colores/radios.)
- El entrenamiento de Centro les hace posible a los graduados subir a posiciones de nivel más alto.

ENTRENAMIENTO DIRIGIDO A EMPLEOS DE INDUSTRIA

- Asistencia técnica continua por un consejo administrativo de especialistas sobre ocupaciones.
- Instructores expertos, empleados directamente de la industria para asistir y colocar a estudiantes en empleos.
- Todo instructor necesita una credencial del Departamento de Educacion del Estado de California.
- Comités de consejeros sobre ocupaciones compuestos de espertos en negocios e industria, asisten en el planamiento y evaluación.
- El Programa de Experiencia en el Trabajo ayuda al patrón y al empleado a probar su oficio.
- Evaluación basada en la experiencia del empleado y el acuerdo del patrón.

(Continua en pagina 4)

Tornear un tambor de frenos es parte del taller de reparacion de automoviles del East Los Angeles Skill Center.

(Continuacion de pagina 3)

INTEGRO ENTRENAMIENTO VOCACIONAL, EDUCACIONAL, Y SUSTENSIVO

- Todo ensenanza y consejos es relacionado especificamente a las necesidades de empleo del estudiante.
- Estudiantes reciben educacion basica; segun sus necesidades, en una base variable.
- Ingles de pre-empleo para estudiantes que hablan espanol, basado alrededor del ambiente de trabajo.
- Mini-cursos tal como leer disenos, comunicacion industrial, y preparacion para tomar pruebas, suplementan necesidades de empleo.
- Tres salones de ensenaza individual bien equipados proven educacion especial basica.
- Instructores de la escuela estan calificados para analizar problemas y encontrar soluciones.
- Ayudantes educacionales asisten a los instructores en las clases.

UN CONJUNTO DE AGENCIAS PLANEAN Y COOPERAN

- Planes con el Departamento de Educación del Estado, Oficina de Educacion de Los Estados Unidos, y el Departamento de Recursos Humanos.
- Hay comunicacion constante entre los departamentos del Personal de estado, de la ciudad, y de el condado.
- Departamento de Rehabilitacion Vocacional y Veteranos referidos.
- Expertos en conseguir empleo se encuentran en la escuela.

Para mas informacion, comuniquese con: East Los Angeles Skill Center, 1260 South Monterey Pass Road, Monterey Park, Calif. 91754, 263-5903.

1/73

Issued by the Public Information Office, Los Angeles City Schools, 450 N. Grand Ave., Los Angeles, Calif. 90012 (687-4341)

A ROC/ROP PUBLICATION
Saturday Can Be Longest School Day of the Week

16 to 60

is a publication of the Division of Career and Continuing Education, Los Angeles City Unified School District

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Two New Words for Your Dictionary

ROC, (rock). [Abbr. for *Regional Occupational Center*]. *n.* 1. A regional place of public instruction for modern skills for which there is a current demand in local labor market. 2. A grouping of functional, low-cost, flexible buildings in which scores of sophisticated industrial, commercial, and professional techniques are taught by experts chosen by their own peers. *adj.* 1. Sophisticated, as in *ROC equipment*, usually too costly or scarce for duplication in many schools but especially suited for wider use in a ROC facility. 2. Pertaining to that money, as in *ROC funds*, authorized under 1963 Calif. law to come from special override taxes, limited to 5 cents per $100 assessed valuation for capital expenditures and 10 cents for operations. 3. Expert, as in *ROC teachers*, recommended because of success in their own field and engaged by the Los Angeles school district as teachers. 4. Confident, as in *ROC student*, with knowledge that ROC training will assure employment with good pay. 5. Active, as in ROC's enrollee, with vigor of person aged 16 to 60. 6. Short, as in duration of time (e.g. *ROC course* = 2 weeks to 1 year).

ROP, (rop). [Abbr. for *Regional Occupational Programs*]. *n.* 1. A program of decentralized classes for occupational and career training for public high school students in the Los Angeles City Unified School District. *adj.* 1. Unique, as in *ROP classroom*, referring to any high school classroom or working area of a private industrial, commercial, or professional facility, where students from two or more high schools receive "hands on" vocational instruction and practice unavailable at their regular school. 2. Employable, as in *ROP graduate*, who has completed special instruction and practice courses, and is judged ready for entry-level employment in his chosen field. 3. Special, as in *ROP budgets*, money raised from special taxes under similar limitation as ROC funds (q.v.). Syn. *Hands-on, on-the-job*. *Hands on* refers to actual student use of and familiarization with tools and techniques of his craft, with sufficient uninterrupted hours to develop advanced skills not possible in a regular classroom; *on-the-job* usually refers to the ROP experience in actual place where the craft is practiced and under hours and conditions similar to regular employment.

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The Los Angeles City Unified School District gratefully acknowledges the priceless assistance given it by the more than 500 businesses and industries, large and small, whose cooperation helped make ROC, ROP programs an early success. During the 1971-72 school year, the following companies and agencies opened their facilities for one or more ROP courses (see pages 4 and 5) taught by the company's own key men and women: Pacific Continental Engines, Inc., Sears Service Center, North American Rockwell, Nordberg Co. Inc., Rockefeller Supermart Auto Parts, Ford Motor Co., L.A. City Dept. of Water and Power, Northrop Corp., Cast Institute of Hair Design, Leon Bros. School of Beauty, Marinello Cutter Beauty School, Newberry Schools of Beauty, Continental Beauty Academy, Harbor Beauty College, ITT Lab, Pierce College, L.A. City College, East L.A. College, L.A. Harbor College, L.A. Southwest College, L.A. Trade-Tech College, L.A. Valley College, UCLA Grad. School of Administration, Thomas Rapku Woodridge, L.A. County Sheriff's Dept., U.S. National Forests, Services, Mike Pat Company, Los Angeles Police Dept., Los Angeles City Printing Bureau, Kaiser Hospitals (Harbor and Panorama City), Pryor Corp.

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Launch New Era in Education

Los Angeles School Board Pledge: A Salable Job Skill for Everyone

OUT OF AN AFTERNOON session on Oct. 28, 1971, in which the Los Angeles school board was reviewing its career education programs, came a landmark policy statement that would give a new direction to the purpose of public education in the nation's third largest city. Said the board in its brief but unanimous declaration:

> We believe that it should be the policy of our school district to provide career education for all youth and adults of the district to the end that . . .
>
> no student drops out of school who is not prepared to enter the world of work.
>
> no student graduate who does not have salable skills for productive work or college education.
>
> no adult is denied an educational opportunity to become properly employable.

Thus did the board give first-class status to career education, which, for too long, some educators, students, and parents had considered beneath them, something good only "for the other fellow's son." Now, said the board, everyman's son and daughter would graduate from high school—or even drop out—with a marketable skill on which he could live or go on to finish college. Moreover, the under-skilled, under-employed adult was now assured that he could come back for training or retraining that would earn him a decent job at good pay.

As School Superintendent William J. Johnston told a Town Hall meeting a few days later, Los Angeles is committed to closing the occupational training gap. Of every 100 Los Angeles youths who start high school, said Johnston, only 75 graduate, while a mere 20 go on to finish college. Nationally, he added, 750,000 dropouts a year, from high school and college, add to the unskilled labor glut. Of the 31.5 million who obtain entry-level jobs in the years 1967 to 1975, he estimated, three out of four—or 23 million—will need vocational preparation. And that, he said, is more than double the country's present training rate.

The school board's policy statement was no sudden decision. For years it had been developing a new thrust in vocational training. Many of its efforts were bold "firsts." The first Occupational Center, for example, came from a 1965 decision to use portable bungalows formerly occupied by a junior high school, located across the street from Pierce Junior College, for an adult job-training facility. Some saw it as a noble but doubtful experiment that could hardly interest the middle class families living in the West San Fernando Valley. Others, particularly the school

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board and its then superintendent, Jack Crowther, saw the area as a labor-short industrial complex in a population center exceeding 1,000,000, with thousands ready to seek quality training. The board's viewpoint proved right.

In 1967 the West Valley Adult Occupational Center became a Regional Occupational Center for youth and adults. The new center was an overnight success.

Another bold step came in 1970, when the board installed—in a former super-market—the city's first paramedical occupational training center. The area was under-employed, low income, welfare, and largely black. Some questioned whether the community would be interested in courses like x-ray technology, inhalation therapy, medical and business terminology, hospital admittance clerk, licensed vocational nursing, operating room technician, medical diet aide, and others, including many hospital-related subjects. Would such training attract enough students to make it worthwhile? The board, on the basis of its studies, said it should be tried. Again, success was immediate.

"Para-Med's" first classes were easily filled by 500 enrollees. One drove 30 miles. One out of three walked long distances to class. The student body was a mixture of serious teen agers and adults. The center passed its biggest test in the success of its students after graduation. And that was the most heartening result of all. As one example, of the first 10 inhalation therapy graduates in 1971, all 10 found immediate jobs, five were quickly promoted to supervisory positions, before "Para-Med," all ten were on relief.

"Para-Med" attracted wide attention, including that of the Major Urban Centers Vocational Education Project Committee, which used the center as the subject of its first nationally-distributed report "to describe elements of a program that is successful in educating persons previously neglected." Called *A Program Handbook, Paramedical Center*, the report was published by the University of California at Los Angeles.

The high placement rate of ROC graduates has been a strong stimulus in the program's rapid growth. Employment rates for graduates have run from 70% to 100%. The lower percentages are often caused by student change of mind after exposure to the course, when the student may request transfer to another subject. Basically, the placement rate is high because only those courses that meet the needs of the job market are scheduled, while those for which job futures are doubtful are dropped.

Another success factor is the fact that the student himself selects the course that interests him. No one forces him to enter any particular field. Trained counselors help him find not only subjects that interest him, but those for which he has the aptitude.

There is another influence, one with such strength and vitality that it may one day alter traditional thinking about "proper age groupings" for school. In the ROC program teen agers, young adults, middle aged, and elderly students, work side by side. The visitor who may have expected a traditionally young classroom, or a middle-aged adult session, finds himself in a random mixture that defies

From Zero to 40,000

In four and a half years, from its start in 1967 to early 1972, Los Angeles' ROC/ROP programs have grown from zero to 40,000 students per year in scores of training locations. This remarkable growth, achieved at the same time the city schools were conducting their regular programs, is matched by a job placement rate running from 70% to 100% of ROC/ROP graduates.

ROC/ROP Courses Offer Unlimited Options

classification. A 16-year-old youth will be working with a 60-year-old man, neither knows the subject better than the other, but they go at it together, melding the hasty approach of youth with the let's-be-sure-first caution of age.

Nor is the mix noticeable only in the classroom. In "Para-Med's" coffee room, a visitor sat near a middle aged matron and a teen-aged girl. The younger woman was critical of the teacher's impatience with her in the previous class.

"That teacher gets me," said the girl.

"She was only trying to help you," said the woman.

"Well, she doesn't have to be so sharp."

"She wasn't sharp. She was just telling you to get with it and listen better."

"Well, I didn't hear her the first time."

"Listen, honey, when you get out of here, you're going to have to learn to listen to everything the doctor tells you. If you work for a doctor who's got nothing but time to keep telling you the same thing over and over, he isn't going to be much of a doctor. I'm here because I want a better job. That's why you're here. She's e me, honey, that teacher did you a favor. You better believe it."

The girl had started the conversation hoping to find an ally. Obviously, the response was unexpected. So too was the older classmate's closing of the subject.

"Another thing, honey," she said, "the rest of us don't want to waste our time while you're jiving the teacher. This class is too important to us."

IN ADDITION to the student's own interest in his subject, the age mix of the class, and the high percentage of ROC graduates who get jobs, there is something else that contributes to student motivation in the ROC program. It is the students' knowledge that their teachers are working experts in their own fields, highly regarded in the industry, and listened to when they recommend job candidates. There is no substitute for an instructor who is a master of his own craft, who can create his own textbook as he goes along, and who can revise it overnight, if necessary, to keep up with industrial changes.

Finding such teachers takes effort. At each ROC, there are industrial advisory committees made up of business leaders and experts. The ROC principal, and his staff, work with their advisory committees to develop programs and plans for future courses, and to find the staff of experts to do the teaching.

In a way, the unpaid advisory committees are as much a part of the ROC system as are the school board's own staff. It is the committees that provide industrial know-how, act as an Early Warning System on employment trends, help keep ROC courses timely, and turn up job-finding leads for graduates. And, if that were not enough, they make one more vital contribution: they locate needed equipment, often obtaining it at little or no cost to the school district.

As School Superintendent Johnston declared at a Chamber of Commerce luncheon, "The business community is teaching all of us how vital citizen involvement is in making education more meaningful."

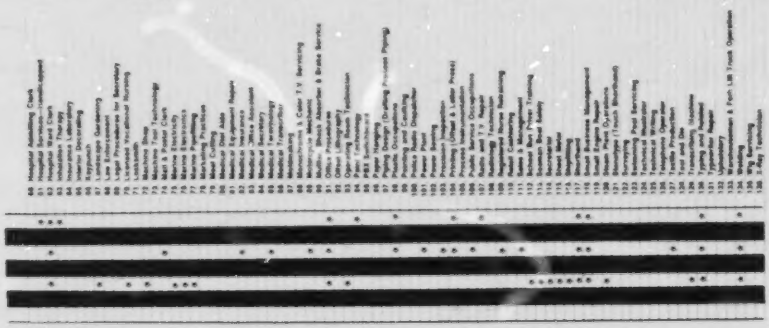
What does business get for all its efforts? Mostly a sense of satisfaction that comes from community service. The special skills of an individual businessman or company, his experience, perhaps his unused equipment, can be helpful in getting a job for one, an education for another, a decent livelihood for a family—and, for all, the dignity of self reliance in a free society.

The cynic may ask: doesn't business make a buck out of vocational training?

If there is a dollar benefit, it is shared with the community: a family

(Continued on Page 11)

and Opportunities at Scores of Locations



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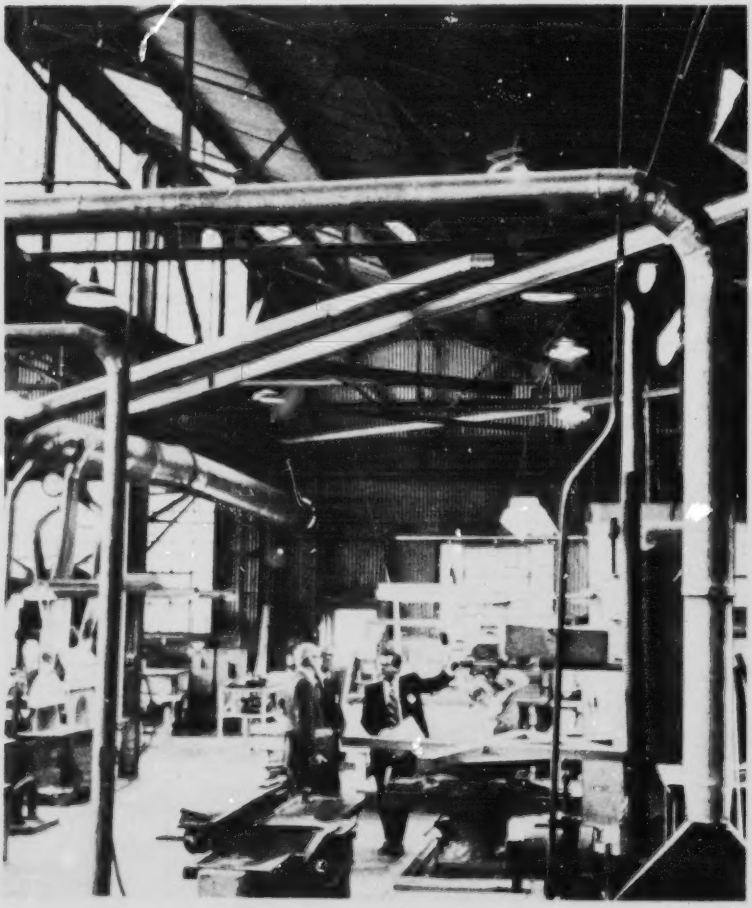
The Endless Quest for



New ROP Classrooms

Of all high school classrooms in Los Angeles, the most diversified belong to the Regional Occupational Program. They are placed in conveniently located high schools, where the special and unique shops are shared weekdays, late afternoons, and Saturdays by students of two or more high schools. And they are also located in the well-equipped plants of private enterprise, whose competitive managements spend large sums to improve production, and, in the process, provide "million dollar" classroom laboratories that could never be duplicated by the school district. It is to keep up with changes in job trends, and to assure that updated training will make students employable, that the school district engages in its endless quest for classrooms.

Much of that search is conducted by Elmo C. Smith, supervisor for special occupational programs, and his assistant, Melvin J. Means. The two share a small, glass-enclosed office in the district's central headquarters. From there they telephone industry leaders, industry advisory committee members, teachers, and others, to arrange new courses, to close those that have lost their usefulness, and to make appointments for industry visits. In the last two years they have called on more than 200 plants and have started more than 100 courses.

Among industries offering their facilities for ROP classes are manufacturers, hospitals, beauty parlors, printing and aircraft plants.

The curriculum is not fixed, and that impermanence is its greatest strength. The ROP program, working closely with advisory committees, has become part of industry's own grapevine. It hears of job trends before they are apparent to outsiders, and it starts classes to make students employable on jobs that will exist by the time they complete their training.

The Saturday class is an important ROP innovation. The 3½ hour weekday sessions during afternoons are longer than ordinary high school classes to give the student an opportunity for a genuine "hands on" learning. But the Saturday session of 6 hours does that and more. It gives the student the feel of a day on a real job. With two weekday sessions added to his Saturday class, the student gets 12 hours a week of priceless career training.

Obviously, many of the opportunities offered would be impossible without the cooperation of private business. Private enterprise has not only opened its doors to ROP classes, but has served on advisory committees, recommended instructors, and even helped the school district buy equipment for ROC and ROP classes at reduced rates.

A good measure of business help, according to Smith, is the warm reception he gets from many firms on which he makes "drop in" calls, frequently ending in a plant-conducted tour of facilities which may be used in a future ROP course.

Recently a photographer accompanied Smith and Means to a huge Los Angeles industry where Smith was exploring the possibilities of a new class in patternmaking. Smith, displaying the expertise which permeates ROC and ROP staff members, was able to explain to the photographer, in great detail, how the intricate wooden shapes would soon be transformed into solid metal replicas. Smith, it developed, once taught such a course.

Smith also explained why the school district places so much importance on ROP courses in private industry.

"Did you see that one shaping machine in the center of the production line?" he asked. "That could have cost $80,000. A school district just couldn't afford to buy one of its own, or hire a full-time operator who could teach the course. But private industry couldn't get along without either the machine or the expert. And those are the bonuses we get in industry classes."

EVERY HIGH SCHOOL has from five to eight industrial arts shops in addition to home economics, business education, agricultural, and other classes needed for current courses. But even in the schools with the largest number of shops, not all occupations in today's complex market can be taught, nor can the district equip each school with all the sophisticated and constantly improving equipment used by modern enterprises. Moreover, no single teacher can be expected to master, and keep current with, the dozens of crafts related to his field.

Thus is sharpened the advantages of the new ROP programs which are broader than those possible in individual schools. ROP has access not only to the newest devices and procedures, but also uses instructors as current as today. The ROP programs are unique. No single school could provide their equivalent.

North American Rockwell photo

Elmo C. Smith (left), supervisor of special occupational programs, and Melvin J. Means (right), consultant, discuss training opportunities in patternmaking with William G. Sweet, Borg Warner plant supervisor. Smith and Means have visited more than 200 plants and started more than 100 courses, each serving two or more high schools. Students are bused to the late afternoon, twice-a-week "hands on" sessions, supplemented by a 6-hour period on Saturdays.

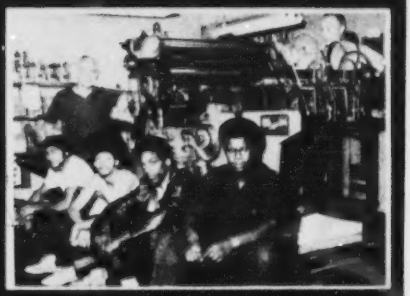
High school youths are briefed by an official of North American Rockwell company on the computer training they will receive in classes that run from 5 to 7 p.m. on Tuesday and Thursday afternoons. Twelve high schools participate in the training programs at NAR, using the most advanced equipment in a "real world environment."

It may be Saturday and a day off for others, but for this high school student — and the others on these two pages — it is a prized opportunity to prepare for the future by training to acquire a salable job skill. This youth is learning to operate a fork lift as part of his ROP warehouseman course.

Floristry requires taste for beauty and willingness to get up early on Saturday.

Saturday Can Be the Longest School Day in the Week

Plastics laboratory teaches new techniques in building boats and other items



Los Angeles City's modern printing division is helping prepare these youths for jobs

Saturday is the day of the week most high school students forget about classes. But not those who are in the ROP program. That's the day they have at least six hours of "hands on" experience in the courses of their choice.

In industrial plants, in leased private schools, or city high schools, in modern enterprises of all kinds, they can be found working with their instructors long after their 6-hour Saturday sessions are over. They show so much interest the instructors often haven't the heart to send them home.

Getting to class may not be easy. Students provide their own transportation. For some it is a long bus ride, possibly with transfers. But when classes open, as early as 7 a.m., there they are, ready to learn, eager to work.

Their dress may be casual or jaunty. Their attitude is strictly business. For them, ROP means opportunity.

TV repair services offer excellent job prospects for electronics students

Upholstery students prepare for manufacturing as well as service jobs

Refrigeration service jobs require skills learned in Saturday classes

Civil engineering drafting course is taught Saturdays in main office of Los Angeles Dept. of Water and Power

Washing machine repairs are taught by Sears experts on company's plant

A TEEN AGER REPORTS

'They Treat You Like an Adult Here'

"They treat you like an adult here, like another man on the job. I think this is just great."

The speaker is Mario Mastrandrea, a student at Monroe High School.

It is a sunny Saturday afternoon, when many of his peers are playing touch football and otherwise disporting themselves.

But young Mastrandrea has spent seven hours—starting at 7 a.m.—in a ROP airpower course at Pacific Continental Engines, Inc., in Van Nuys. It is the companion course to the one he takes in airframes at Van Nuys airport Tuesday and Thursday afternoons from 3:30 to 6 p.m.

"No one else would ever train you for a job like this when you're only a teen-ager," he goes on. "Where could you get experience this good, and practically free? If I didn't have this, I'd just have to wait and wait and waste a lot of time until one day I could get it. It's what I want more than anything."

In a few months, Mario hopes, he will be flying.

Pacific Continental's owner is Jud Jackson. His firm services motors for aircraft owners here and abroad, "zeroing them out" to new condition.

A father himself, he is pleased by the enthusiasm the teen-agers show for his plant.

"Usually they hate to leave. They'll stay as long as we let them. Right now, for example, class has been over for better than an hour, and we still have three or four working," Jackson told a recent visitor.

"Doesn't it worry you," asked the visitor, "that they might break a cylinder or something that'll cost you a mint?"

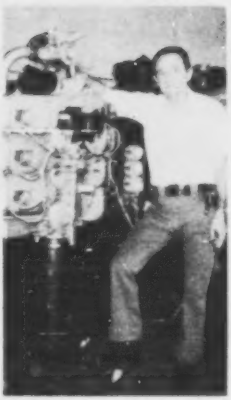
"No, it doesn't worry me, and yes,

Mario Mastrandrea, a Monroe High School student, works on an aircraft motor at Pacific Continental Engines, Inc., late one Saturday afternoon after a full day in a ROP class at the plant. The young student, who hopes to make aviation his career, is enthusiastic about ROP course.

we've had losses," Jackson replied. "But the kids are careful. They know the value of the parts, they don't knock things over, and they work under close supervision. They know what they're supposed to be doing. During summer I find jobs right here for some of them, and they can make better than $100 a week while learning more."

Jackson's business is flourishing. He obviously does not need the small school salary he gets as a part-time instructor. But just as the ROP program needs his expertise as well as his plant, so does Jackson, in his own special way, need ROP.

"Tell me," he says, "what else a man could do for kids that could mean so much to them now and in the future. Sure it brings me here Saturdays, and keeps me here late some nights. But I've got it in my blood too, just as they have. I know exactly how they feel. This business has a great future. I'm lucky to be able to help give them a chance."



Like his students, Jud Jackson, owner of Pacific Continental Engines, Inc., spends Saturdays in his Valley plant. In summer he hires several for added experience.

School Board Pledge—

(Continued from Page 5)

no longer needs welfare, a hospital can find the technicians it needs at a nearby ROC, a high school dropout has a basic skill to help him get started, a ghetto youth with a "hopeless future" finds a responsible job and a new outlook.

Business has willingly invested time and money in the Los Angeles occupational training programs, an investment which it, like the community at large, will recover through better trained workers, more productive citizens, and improved living standards for thousands.

What pleases business, as it does the school board, is that Los Angeles is making an innovative investment of time and resources that will pay dividends for decades, perhaps for generations.

The pattern for establishing a regional occupational center was created with the opening of West Valley ROC. Most early students were self supporting, helped either by their families or by outside jobs. A few had training allowances under the Federal Manpower Development and Training Act, or benefits from Social Security, the State Department of Employment, the State Department of Rehabilitation, or the County Department of Public Social Services. This is still true.

As now, industry responded generously with needed equipment: electronic assemblers (Litton and Teledyne) printing machinery (metropolitan newspapers), calculators, typewriters and stenotypes (distributors), drafting tables (Rocketdyne). The school board leased keypunch units.

While state law establishing ROCs was enacted in 1963, there were several amendments to the original legislation before the first ROC in Los Angeles City Schools could be opened in 1967 at West Valley. Central City ROC opened in 1968, North Valley ROC and East Los Angeles ROC in 1969, Harbor ROC in 1970. In a 1968 amendment (requested by Los Angeles and other districts) 16 and 17 year-olds could enter either on full or part-time bases.

Why ROP Program Is So Successful

Here are a few key school board rules that make the Los Angeles City Unified School District's ROP program so popular with high school students:

- *Each ROP class must have enrollees from 2 or more high schools, which means the classes are better equipped than skill courses of any single school.
- *Each class must be unique and not available at a regular high school, which means in-depth training in the area of the student's personal interest.
- *Efficiency in operation brings together students from several high schools to share facilities, equipment, and skilled instructors who are successful in their own fields, resulting in more stimulating educational experience.
- *Availability of the ROP program to regular high school students extends limitless options and opportunities to every student in his career preparation.
- *ROP programs fill a need with resources not available elsewhere.

The state law which authorizes local school boards to establish ROCs also provides for ROC financing through a special local property tax. The limit is set at 5 cents per $100 assessed valuation for capital expenditures, and 10 cents per $100 for operations. Additional sources of funding come from the Vocational Education Act, Manpower Development and Training Program, Work Incentive Program, Department of Rehabilitation, and Veteran's allowances. The Department of Human Resources Development staffs full-time employment offices at the city's two largest ROCs—West Valley and Central City. Ten occupational placement and follow-up technicians were hired for all five Los Angeles regional occupational centers in early 1972 with funds from the Emergency Employment Act. And in August of 1971 the Career Advisor Program was launched, providing for 32 full-time career advisors to cover the 49 high schools in the Los Angeles district (see page 15).

A New Way to Pay for College

Thousands of depression-era students, who earned their way through college as "hash slingers," "furnace tenders," and "part-time janitors" are learning from their present-day high school sons and daughters that there is a better way to do it: the ROP way, which gives the student a vocation, a salable technical skill, like drafting, commercial art, licensed vocational nursing, printing, upholstery—the list goes on and on—and helps make the student self-supporting.

And no matter what skill he learns in the ROP program, the student knows he is acquiring an economic "back up" should something happen to his other long-range career goals.

Students are familiar with the fact that the college-trained engineer, as one example, may one day find his company over-staffed. At such a time, his ROP-sponsored course in drafting, fingerprinting, office procedures, or even hair styling, could prove to be the means of supporting himself and his family.

Because ROC and ROP courses meet the students' own interests, job tastes, and aptitudes, they achieve a proficiency that commands good salaries.

So, added to everything else, ROP is just one more reason why the son would fare better than his dad if each were forced to return to their college-day trades. The son might not mind—he might even like—going back to, say, airplane motor repair work. But what middle-aged, college-graduated dad wants to go back to being an unskilled laborer?

Ampie Jimenez, who was brought up in Texas, dropped out of school after the second grade, did not return until, as an adult in Los Angeles, she enrolled in night school. From there she was referred to ELA-ROC for business training. Now she plans to work in an office while she completes her education and becomes an elementary school teacher.

Jackie Lau is aiming for a teaching career, which her ROP course in drafting will help finance by qualifying her for a good job.

ROP Students Top Civil Service Tests

This is a short story of how ROP blitzed the 1971 fingerprint-technician civil service examinations.

Los Angeles' school system's central office turned up information that there was a growing shortage of fingerprint technicians. In fact, the district learned that in one year alone Washington, D.C. could have employed 700, if they were available.

This led Normann Lefmann, public service supervisor, the schools' liaison with government employers, to find a qualified instructor and set up the course.

His instructor was to be Howard A. Speaks, a deputy sheriff with excellent credentials as a fingerprint expert. The site chosen for the ROP course, which was open to all high school students in the district, was Belmont High School.

Speaks' course ended in time for his students to take two civil service examinations, one for the county sheriff's department, the other for the city police. The jobs started at around $600 a month, good money for youngsters about to graduate from high school.

The students were not only well-motivated, but well-taught. On the sheriff's examination, they captured six of the top ten places: first, fourth, sixth, eighth, ninth, and tenth. One of the highest scorers couldn't take a job until he was 18 - his next birthday, a few months away.

On the city police list, the students took six of the top fourteen places: first, fourth, fifth, seventh, thirteenth, and fourteenth.

What did the two civil service tests have in common?

The Number One candidate on each one was a ROP student.

Tom Garcia, 18, was a Wilson High School student enrolled in the fingerprint classifier ROP course at Belmont, which prepared him to be a high scorer in a civil service test and win his present job in the Sheriff's Department. Above he shows Denise Vesley, a new student, how fingerprints are taken. Below he is seen with Melvin J. Means and Norman Lefmann of the city school's career education division, and Howard Speaks, deputy sheriff, who teaches the ROP fingerprint course taken by Garcia.

Mrs. Thelma Nicklin checks her Hollywood High business class.

The Classroom That Became an Insurance Business

The cooperation of industry and schools we have here is the wave of the future." Mrs. Thelma Nicklin, a Hollywood High School teacher told a group of visitors recently. "Our students can see a purpose they may not see in other courses, and for that reason, some who do poorly elsewhere, do very well here. We get from students what we expect only if we give them the goals and sufficient help to reach those goals."

Mrs. Nicklin teaches no ordinary class. In fact, she seems to be running a car insurance business. Her students have paired off to form independent agencies. They prospect for policy clients among other students in driver education courses. They call on automotive repair students for estimates on "claims." They write policies, collect and remit "premiums," process claims, handle correspondence. They function as employees in an independent insurance agency, using the same forms, terms, telephone switchboard, office equipment and procedures.

The model insurance laboratory's sponsor is the Independent Insurance Agents and Brokers Association of Los Angeles, which includes 28 companies. The association trained Mrs. Nicklin, who has taught business at Hollywood High for 12 years. It provides expert speakers, materials, and guides.

Why? Because a few years ago the association concluded that not enough people—especially young ones—know about the insurance business. It felt too few high school and college graduates sought work in the industry. And it believed that a professionally-taught course in business-industry techniques would not only stimulate student interest in the field, but also produce qualified job candidates for the many openings in the industry.

It was the job-openings prospect which decided school authorities to start the course. Nearly 60 students applied the first year, but there were facilities for only 30.

That number will be increased in coming years when the "insurance agency" is incorporated into ROP and students from other high schools enroll in the Hollywood High School class as well as in a similar insurance lab at Birmingham High School.

Visitors observing Mrs. Nicklin soon become aware of the fact that the opportunity of the insurance classroom obviously is not limited to the students. It has brought new scope and opportunity to the teacher—new industry methods, and, of greatest importance, immediately salable job skills.

"This is our high school's first effort to team up with business and industry on such a realistic teaching program," Mrs. Nicklin said. "It bridges the gap between the high school business education program and actual employment in the insurance field. This realism had to come."

Robin Bragg, 12th grader, operates telephone switchboard for Hollywood High's insurance laboratory. Students have paired off into "agencies," get experience in all phases of insurance work.

Mrs. Nicklin checks work as Georgiann Martinez handles insurance accounting desk and Nancy Bustamonte takes care of policywriting.

Robert A. Fisher (left), instructional specialist, and Robert Drake, career adviser (see below), discuss plans with Mrs. Nicklin to make insurance laboratory a ROP course serving several high schools.

Career Adviser Program Launched

An innovative service was launched in the 1971–72 school year with the appointment and training of 32 career advisers who will provide guidance, programming, transportation, and follow-up for students in the district's 49 high schools and four opportunity high schools. Thirty of the advisers are former career education teachers, including many with extensive experience in business and industry with training and credentials as counselors. Two have backgrounds in vocational rehabilitation and aerospace planning and management. Each was chosen by a school principal on the basis of personal suitability, experience, and interest.

Starting a month before fall classes opened, the career advisers spent eight days in intensive dialogue with school administrators, business and labor representatives, technicians, and job placement experts. They discussed the school board's policy of teaching a salable skill to every high school student, as well as the resources where those skills can be acquired (see page 16).

Previously, guidance had been one of the many responsibilities of the total high school staff. With the appointment of the 32 career advisers, the district has provided the time and means for implementing a sound career guidance program. In its early months, the new program was publicized with posters, a brochure, special events and displays at schools and shopping centers, and in local newspaper articles, producing student and community awareness of the career advisers' work. The advisers, who consider career education as an addition to, not a substitute for, the academic preparation of the student, feel career education is improving the climate for learning in the district.

The advisers' main job is to help students obtain their salable skills through the many options and opportunities available. A review was planned at the end of the first year, utilizing questionnaires to students, teachers, community and field staff, to evaluate and strengthen the program.

10

Career Training Opportunities

High school career advisers, in counselling their students, have these training options and opportunities to offer boys and girls seeking their own interesting and productive places in the world of work:

- **Courses offered at the student's own school.**
- **ROP courses offered for students of two or more high schools afternoons and Saturdays, some in business and industries, some at conveniently-located area high schools.**
- **ROC courses, shared with other high school students as well as with adults attending the ROC program, for skill training not available in their own school or in ROP programs.**
- **Exploratory Work Experience Programs in which student obtains his own job. He is supervised by school district Work Experience staff and receives high school credit.**
- **Job placement through Work Experience Coordinators.**
- **Continuing Education Classes for pupils under 18 years of age who are not enrolled in high school.**
- **Adult School Programs for pupils 18 or older.**
- **Apprenticeship programs.**

When students complete their occupational training program, there are two types of placement available to them, both with the help of the career adviser:

1–Placement in a job.

2–Placement in a more advanced training program, either in a regional occupational center, or a junior college where higher skills are taught.

Management Council: A Partner

One of the Los Angeles school district's "partners" in vocational training is the Management Council for Merit Employment, Training and Research, which was established in 1966 as a privately-funded effort to help prepare, and find jobs for, the disadvantaged.

Its chairman, H. C. "Chad" McClellan, long prominent in both business and civic affairs, has firmly supported the school district's vocational training programs.

Working with school district personnel, the State Department of Employment, and a growing list of business leaders, the Management Council has helped to form advisory committees, made up of industry experts, to assist in developing training programs and keeping them current. The Council's active support and advice has helped hundreds of graduates qualify for jobs.

Four Administrators Also Had Occupational Training

At the top of the Los Angeles school district's occupational training programs are four men whose own careers were influenced by vocational courses.

William J. Johnston, superintendent of schools, heads one of the largest educational complexes in the country—625 schools, 29,500 teachers, 14,000 other employees, 735,200 pupils, and an annual budget of $811.3 million. He once supplemented his beginning teacher's pay as a carpenter, and still holds a union card.

"Nothing does more for a man or a woman than the knowledge that he can sustain himself, and his family, even if on a temporary basis, with his own particular skills. At the same time, nothing is more destructive than the realization that there is very little he can do," Johnston says.

In 1971 Johnston recommended, and the school board adopted, the consolidation of the district's various vocational efforts into one office for greater efficiency.

Abram Friedman, assistant superintendent, division of career and continuing education, worked as a welder, a craft he learned as a junior college student, to pay his way to his first college degree.

J. Lyman Goldsmith, career education administrator, was a professional broadcaster while still in college, supplementing his income as a cabinet maker, sash and door production worker, and electrician and appliance repairman.

George Winder, coordinator of the Regional Occupational Centers and Programs, took a six-month course in drafting at the old Frank Wiggins Trade School, later became a tool and die designer and maker, trades which helped support his family and pay his way through college. Winder's philosophy today parallels that of the Wiggins school, "whose motto engraved over its main entrance he can still recall: "He who hath a trade hath an estate." Winder feels the best occupational training is that which prepares the student for employability in the shortest possible time. Moreover, he encourages students to continue their career training, or education, even after becoming employable."

The 10-story building in which Winder learned drafting in the 1930s, was bought with ROC money in 1969, completely remodelled and re-faced, and today, as Central City ROC, offers the same kind of short term, concentrated training that helped him get his own start.

DR. WILLIAM J. JOHNSTON

ABRAM FRIEDMAN

J. LYMAN GOLDSMITH

GEORGE WINDER

U.S. Commissioner of Education Praises Los Angeles ROC/ROPs

Dr. Sidney P. Marland calls career training a top priority

Los Angeles' "splendid progress" in its career education program is a "heartening example for school systems throughout the country," Sidney P. Marland, Jr., the United States Commissioner of Education, said in a recent statement to the Los Angeles school board.

"You," he said, "as a respected urban school system, are showing the way."

Dr. Marland calls career education a top priority for the United States.

"American education must equip all students leaving school with the choice of continuing their education at a higher level or entering the job market proudly with a truly salable skill," he said. "Every adult should be able to resume his schooling at any time throughout his life to improve his capacity to meet changing job requirements or to enrich his personal life."

The nation's highest education official reported there were 850,000 dropouts for U.S. elementary and secondary schools in 1970–71. An additional 750,000 graduated from high school with "little or nothing to offer prospective employers." And 850,000 started college "but left without a degree or completion of an organized occupational program."

Said Commissioner Marland:

"There is no escaping the relationship between these statistics and the fact that 24 percent of our young men and women between the ages of 18 and 24 who received no systematic skills training in school are presently unemployed. This contrasts with an unemployment rate of only 5.2 percent among members of the same age group who did receive such training."

While the federal government can help through the development of model programs, technical assistance, and some financial aid, the real success of career education will rest with local school boards, administrators, teachers, and counselors, as well as support from local business, industry, and labor, Dr. Marland continued.

The outspoken Dr. Marland has not hesitated to say general education is a failure when it does not prepare young people for either a skilled job or further education (*American Education*, Nov. 1971). Such curricula, in his judgement, must be replaced with "creative and productive schooling that enables youngsters to carve out careers for themselves."

That "would save a good deal of money that to all intents and purposes is now simply going down the drain," he says.

Just as does the Los Angeles system, Dr. Marland stresses the importance of flexibility and options in career education. Students should be able to change their minds, come back to school, not only as young people, but as mature adults, if that is what they want to do to achieve fulfillment in life. Statistics may show that college graduates make more money than non-graduates over an extended period of time, but, he asks, "do the figures also testify that these people are happier in their jobs?" Concludes Dr. Marland:

"It is high time to make the schools truly relevant and meaningful for every youngster, and that is what career education is all about."

Commissioner Marland has the strong backing of the 21-member National Advisory Council on Vocational Education appointed by the President.

In its 1971 report, the council praised him as the first chief of the Office of Education to identify career education as a Number One priority.

DR. SIDNEY P. MARLAND, JR.

Dr. Riles Offers Full Support

Los Angeles has the "full support" of California's Superintendent of Public Instruction in the stepped-up development of its comprehensive career education program.

The state's highest education officer, Wilson Riles, wrote School Superintendent William J. Johnston he "was pleased to learn that the Los Angeles City Unified School District has already gone forward on a comprehensive career education thrust."

Dr. Riles added:

"California is fortunate in that its largest school system is not only willing but committed to bringing viable meaning to this contemporary and critically essential educational goal of education. I commend your efforts and pledge to you my full support."

The state superintendent is known for his insistence that public education be made more relevant to today's needs, that it provide "every youth with the capability of making intelligent career decisions, and the opportunity, to prepare for entry into the world of work." He has appointed a career education task force in the California Department of Education to promote this concept state-wide.

"If every student is to have a chance to develop to his fullest potential," says Dr. Riles, "there must be the full commitment by the public schools to design a system of learning experiences that will assist youth to fully discover their individual interests and abilities, to explore the many avenues of productive activity that might challenge and enlarge their individual talents, and to learn the wise exercise of freedom of choice, self-direction, self-discipline, and responsibility."

DR. WILSON RILES

Health Occupations Open Up Vast New Job Opportunities

Former Market, Now "Para-Med," Is Training Center for Hundreds Entering Medical, Dental Fields

Operating in a converted former super-market on West Washington Blvd. is one of the most innovating career education facilities in America, recently the subject of a nationally distributed professional publication which hailed the branch of Central City as a model worthy of copying everywhere. Located in a relatively low-income area, "Para-Med" soon learned some of its students would have no place to leave their children during class. So "Para-Med" started a child care center, for students' children only. But, faithful to the Los Angeles ROC/ROP policy of utilizing every career training opportunity, the child care center itself was promptly developed into a ROC course for skilled students in training for employment in child care facilities.

Emergency procedure to save life of victim choking on piece of food is demonstrated for class in inhalation therapy by Instructor Gilbert Torres. Many of "Para-Med's" technical classes travel to local participating hospitals for specialized instruction and practice in x-ray and other subjects.

Learning early that its students needed a proper child care facility for their youngsters during class hours, "Para-Med" set up such a facility, then promptly turned it into a teaching program. Linda Delavina, in training to operate his own private child care center, is shown here as an involved observer.

Teacher in "Para-Med's" child care facility has complete attention of these 3 and 4 year olds whose mothers are students in nearby classes in x-ray techniques, medical terminology, and office procedures.

Converted supermarket became "Para-Med" and sign now announces classes instead of grocery bargains

Inhalation therapy and other demonstrations at "Para-Med" prepare students for hospital and clinic work

Business aspects of medical/dental offices are taught in several courses, such as transcription taken by this student

The Department Head Who Wanted to Go Back to Teaching

Tony Cabrera, at the age of 35, had it made. He was head of Central City ROC's automotive department, which, with the help of central office staff, had been "built from scratch" into a major teaching laboratory. It had six teachers, four full-time classes, the latest equipment, and, most important of all, 300 graduates placed in automotive jobs. Like other ROC/ROP staff members, Tony enjoyed a special satisfaction from his work.

He could speak to his students with authority, in English and Spanish, for Tony had run his own auto repair service for six years, and there was no end to what he could explain, or repeat, or rephrase. He was lucky, he says, to have been able to start his own business with only $200 in 1955, taking over from a friend forced to retire because of poor health. (He estimates an equal beginning today would take at least $5,000.) But it is not to be bosses that Tony is preparing his ROC students, although many do graduate to follow his example. Rather, as he sees his job, it is to work with each student, and with those who can not speak English, to help them qualify for the best jobs of their lives. It is to schedule special lessons, in groups, or for individuals, in English, Spanish, or both, to help them win their certificates.

But as the department succeeded and grew, Tony discovered administrative chores were reducing his time with individual students. That was the part of being department chairman he didn't like. And that was when Tony sat down and wrote a letter saying he wanted to shed his title of department chairman and go back to being an instructor.

A surprised but sympathetic administration granted Tony his wish. A new chairman was named, and Tony went back full-time to his classrooms and students.

"What we're doing here is very, very important," Tony says. "Sometimes a student thinks he can't understand it. Perhaps there's a language barrier. We show him he can do it, and do it right, too. There's more than enough honest work for good men. I explain to them that just being a smooth talker isn't enough. The customer knows better. He'll come back to your shop and ask for you. The smooth talker who knows everything, except how to do the job, is the one who loses business, who loses the customer's trust. I tell them, never Mickey Mouse the job. Do it right. And here we teach them to do it right, in 12 weeks, or 40 weeks, engine, transmission, brakes, body work—you name it. After all, we have about 20 cars a day to practice on. Henry Ford didn't have it that good."

Tony Cabrera

Central City ROC: The Busy Training School in the Heart of Los Angeles

Servicing of major appliances offers numerous job opportunities. Instructor Albert Cohen shows class how to find and repair trouble in a washing machine.

Los Angeles' second Regional Occupational Training Center is located in the heart of Los Angeles in a modernized, refurbished building that was once the famed Frank Wiggins Trade School, a facility which pioneered the concept of concentrated, short-term training courses to make students immediately employable. With that same philosophy, but with courses geared to the world of computers and other modern equipment, Central City ROC now graduates 10,000 employables a year.

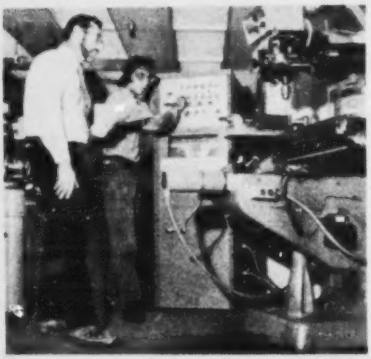
In model study lab at Central City ROC, Instructor Robert Jones (center), counsels student, while Alicia Brown, chief clerk, operates electronic console which is feeding a variety of taped lessons to students working on individual projects in separated carrels. Hundreds use the laboratory daily, pursuing their own specialties, even improving their abilities in reading and other vocationally-related skills.

School bus waits outside Central City ROC to pick up high school students attending late afternoon ROP courses.

Instructor Joe Sarelsky (right), assists student working to become TV serviceman.

Central City classes train fry cooks, waitresses, cashiers, and other workers for restaurant jobs throughout the U.S.

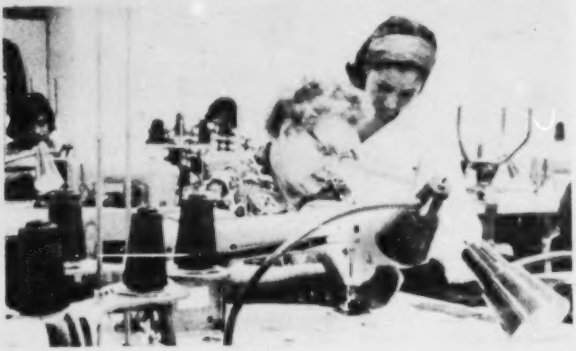
Central City ROC: The Busy Training School in the Heart of Los Angeles



Operation of the tape-directed numerical control mill, which can be programmed to perform intricate jobs, is being learned by student in instructor Fred Gartinkel's class. The modern, $20,000 machine is found in many factories employing ROC graduates. Student (right) punches tape which programs drill.

Helen Waffenberger, who learned her trade from a royal dressmaker years ago, has had 20 years of experience in garment manufacturing. Her classes at Central City, in the heart of one of the world's largest clothing manufacturing centers, last six weeks, and 95% of her graduates find employment.

Carpentry class prepares students for jobs in building and other industries.



North Valley ROC
. . . the school speeded up by an earthquake

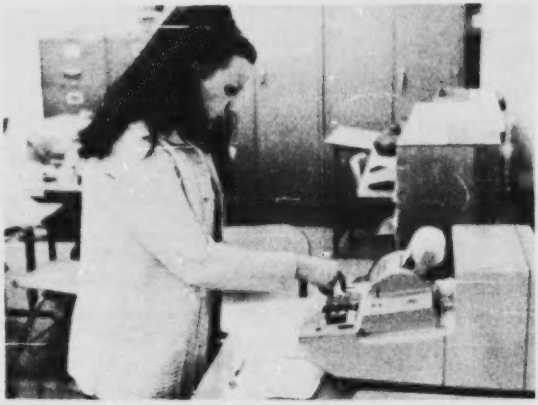
North Valley ROC was operating out of a number of temporary facilities when the Feb. 9, 1971, earthquake hit the area, making a shambles of the ROC's various quarters. The center's permanent headquarters were under construction, but not yet completed. A few days after the quake, with some of the structure still unfinished, North Valley ROC moved in. In a short time, North Valley ROC's growing list of courses was in full swing.

First phase of North Valley ROC building program features one-story buildings, with two- and three-story structures planned for future growth.

Dental assisting students at North Valley ROC practice x-ray techniques in preparation for promising careers.

Nursing assistant students take each other's blood pressure. Class also gets three days of training per week in local participating hospitals.

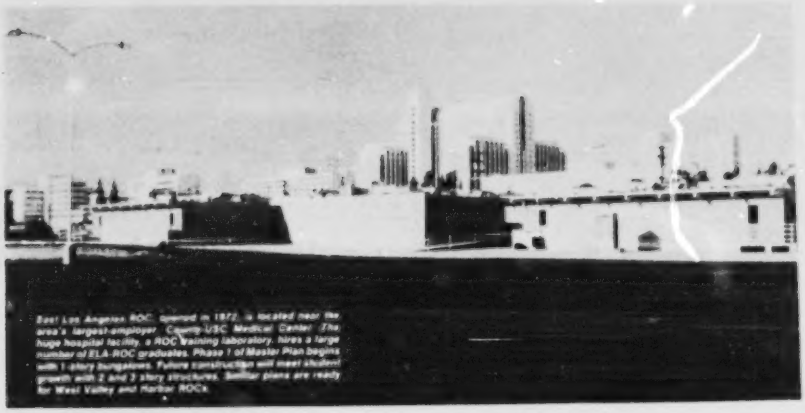
Students learn to handle and prepare dental casts as they would on the job.



Business classes prepare students of North Valley ROC for variety of jobs.

Pulse-taking technique is demonstrated by Mrs. Janice Luna, R.N. for nursing assisting students. Graduates of class have a high job placement rate. Like other ROC instructors, Mrs. Luna has had years of experience in her profession.

Mrs. Lillian Leyba, special skills instructor, works with individual students to help them strengthen their vocational-related aptitudes.



East Los Angeles ROC, opened in 1972, is located near the area's largest employer, County-USC Medical Center. The huge hospital facility, a ROC training laboratory, hires a large number of ELA-ROC graduates. Phase 1 of Master Plan begins with 1 story bungalows. Future construction will meet student growth with 2 and 3 story structures. Similar plans are ready for West Valley and Harbor ROCs.

A Better Life in the Inner City

ELA-ROC's community advisory council meets to help determine program direction. Group is typical of business and industry advisory committees aiding regional centers to choose courses, select instructors, and find jobs for graduates. They serve without pay.

Today, among Los Angeles' millions, live large communities of ethnic minorities. While many individuals have attained prominence in the professions, government and the arts, thousands of Mexican Americans, Orientals, and Caucasians, living within a long walk of the old Plaza, have not fared so well. Their disadvantages are widespread. So too is their unemployment. Many have interrupted their schooling, with little prospect for going back. They have suffered from a language barrier.

Concerned educators, and others, have worked hard and long to improve life in the community. It was recognized that "East and Northeast Los Angeles" needed personalized and intensive vocational help, for adults, youths, men, women, and, sometimes, entire families. In 1969 short-term courses were begun in a fledgling East Los Angeles ROC, in which bi-lingual instruction was common, and where no student was forced to progress beyond his own pace, or to enter fields which did not interest or suit him. From the start, ELA-ROC scored high

job placement percentages for graduates of its classes which, for lack of a convenient central plant, were spread throughout the area.

But in 1972 ELA-ROC moved into a new multi-bungalow plant over which towers the community's largest employer, and ELA-ROC's largest teaching laboratory—County-USC Medical Facility—in which ROC students are trained with actual equipment and situations.

Into the new ROC will be brought many of the classes now meeting outside: courses such as civil service preparation, shorthand, filing, office practices, business machines, typing, nursing assistant, radio and TV servicing, electronic assembly, automotive, truck and diesel repair, graphic arts, printing and welding. Many hospital-medical related courses will continue to be taught off-campus within the impressively equipped County-USC Medical Facility: inhalation therapy, medical stenography, operating room technician, medical terminology, dietary aides, physical therapy, licensed vocational nurse.

Few doubt that in a short time ELA-ROC will become one of the most important community resources in tradition-rich East Los Angeles. Tailored to the community's needs and interests, and opening the doors to scores of hitherto unreachable jobs, ELA-ROC will help to upgrade life in the inner city.

A ward at County-USC Medical Center is a busy learning facility for ELA-ROC students preparing to be nursing assistants or ward clerks. Blur is that of moving patient.

Mrs. Leora Wickham, R.N., shows two nursing attendant students how to take patient's blood pressure.

James Potter (left) is a structural iron worker with 25 years of experience. Deciding to bolster his job opportunities, he enrolled in ELA-ROC's welding class at Huntington Park. His teacher turned out to be Leigh Jeffrey, one of Potter's former employees. After graduation, Potter was certificated and placed in a welding job.

ELA-ROC's first student was Mrs. Romana Gonzales, a 1970 graduate, who did not expect to be employable. But ROC courses taught her office skills as well as how to take civil service tests. Shown at her desk at the Los Angeles County Department of Social Service, Mrs. Gonzalez has been called "an excellent worker" by her supervisor.

Final Mission of a Minesweeper

For years, Minesweeper MSB-31 sat on its wooden haunches at the Long Beach naval yard going nowhere, except, perhaps, to an eventual and ignominious end in a salvage yard. That is, it might have gone that way, if Arthur McIntyre, the principal of Harbor ROC, hadn't come along.

McIntyre is a retired navy commander who has more than a nostalgic interest in ships that go down to sea. For him the marine industry is his area's biggest employer, and he wants to turn out ship's pipefitters, electricians, dieselmen and maritime office workers who will be a credit to their ancient craft.

McIntyre is well known as long harbor business leaders, union officials, and public agencies. So too was his long search for a boat he could berth in the harbor as a floating classroom. When the opportunity came to acquire the MSB-31, which cost the government about $85,000, for only about $1,200 in drayage charges, McIntyre was more than willing to overlook the fact that he would have to drydock it on the site of the new Harbor ROC. It would take two years, perhaps, to make it seaworthy, and that would give him time to arrange a harbor berth for it.

Meanwhile, his marine engine students could rebuild its two powerful diesels, the marine electricians would rewire it, the pipefitting classes could renew its plumbing, and the shipwrights could refit its peeling hulk. When it was ready to go back to sea, MSB-31, could take aboard a new generation of ROC classes, as well as the new maritime ROP students enrolled in a recently launched program.

For McIntyre already has planned classes for radar observers, for which present local trainees must go to San Francisco, New Orleans, or New York. And, as it plies the waters off San Pedro, perhaps as Harbor ROC-1, it will also train students for charter boat licensing. As McIntyre sees it, a new employment era lies ahead in the off-loading of containerized cargo onto large barges yet to be built.

The former MSB-31 will more than pay for itself each year, its students developing their marine crafts on a real boat, knowing that lives and property depend on their skills and care.

"You can't make a class more meaningful than that," McIntyre says.

But not all of Harbor ROC's students will be plying the waters of the port of Los Angeles. As in other

Retired minesweeper MSB-31 has served the U.S. in war, and will now serve it in peace as a multi-faceted classroom for Harbor ROC. Students will renovate the two diesels, turbines, electrical system, hull, decks and cabin to make it seaworthy again. The priceless teaching tool also may be used as a training school for radar observers and charter boat licensing.

Mrs. Patricia Bolton teaches operation of this bookkeeping machine at Harbor ROC. Similar machines are in wide use in local marine businesses, and an industry advisory committee recommended this model to prepare students for area job openings.

ROC's business student will continue to learn how to run marine offices, do machine bookkeeping, typing, and billing. Just as Harbor ROC acquired the MSB-31 on the advice of the marine industry advisory committee, so too did it buy a sophisticated bookkeeping machine, similar to models in wide use in the harbor area, to prepare students for the job opportunities awaiting those with modern office skills.

Full backing of the maritime industry has made possible the launching of training programs for harbor area 11th grade high school youths who want to become marine pipefitters, diesel machinists, and electricians.

The program opened in 1971, with 800 students showing interest, many of them bringing their parents to a special Saturday session. After interviews with community, maritime, and educational committees, the list was reduced to 600, and from this group the first cadre of classes was filled.

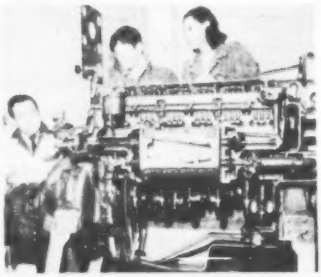
Each of these students attends four hours of morning classes at his regular high school—Banning, Carson, Narbonne, San Pedro, and Gardena. From there he is bused to the marine-diesel branch of Harbor ROC, where he gets four hours of intensive training in his chosen marine specialty.

The maritime industry has given assurances that when the high school youths complete their 2,000 hours of training, they will get priority consideration for entry-level jobs. Most graduates will be able to start at approximately $4 an hour and, in 10 or 12 years, earn at least $15,000 a year.

In a recent year, Harbor ROC trained more than 400 veterans, 130 women, and 100 high school students, plus 160 persons referred to the center by the Work Incentive Program, Human Resources Development, Manpower Development and Training, Department of Social Services, and Department of Rehabilitation. Additions to the curriculum include automotive tune-up and smog control, auto painting, blueprint reading.

When Harbor ROC's new facility at 740 N. Pacific Ave. in San Pedro is completed, with four 1-story buildings, three 2-story buildings, and two 3-story buildings, it will serve 3,000 full-time and 9,000 part-time students learning scores of skills.

Marine industries need specially trained employees to handle office work, type, keep records, serve as secretaries—skills being taught these Harbor ROC students.



Harbor area high school students are training to become diesel engine repairmen (right), pipefitters (below), and electricians in late afternoon classes at Harbor ROC. When they complete their courses, students will be ready for entry-level jobs and advanced training.

SAUGUS:
A Special Opportunity for Disadvantaged Youth

"SUREC"—Saugus Urban Residential Educational Center—provides a country atmosphere for its training program.

"SUREC" prepares students for work in offices as well as dental assisting, landscaping, and numerous other jobs.

Los Angeles City Unified School District photos

IN THE HILLS of Saugus, 30 miles north of downtown Los Angeles, is a 580-acre complex of dormitories, classrooms, and shops aimed at giving minority youth a second chance at life. Sponsored by the Watts Labor Community Action Committee, the unique demonstration program buses some 250 young men and women, aged 16 to 23, out of Watts, Long Beach, Venice, Pacoima, and Pomona every Monday morning for five days of country living and career training at the "Residential Job Center." On Fridays they return home.

Helping the WLCAC are the U.S. Dept. of Labor, the Rockefeller Foundation, the City of Los Angeles, and the Los Angeles City Unified School District, which provides a full-time Director of Education, an Educational Counsellor, teaching supplies and shop equipment.

"There is no question," says Lowell Cleaver, the education director, "that taking the youth into the country is an excellent way of beating the environment factor."

There is a major difference between the Saugus facility and other career training centers. At Saugus, the students are called "workers" and are paid $1.40 an hour for their first six months, and then $1.60 an hour after that. In addition to maintaining the center, they produce Saugus' agricultural and other products which help to support the Center.

Popular courses include automotive, office occupations, carpentry, cabinet making, culinary arts, landscape gardening. A prize course is "LVN"—licensed vocational nursing—which for some students, has proven to be the gateway into the vast and rewarding field of health services. Saugus' LVN students receive a major portion of their training at local cooperating hospitals.

In early 1972 a dental laboratory was built and completely equipped to train future Saugus dental assisting classes in corrective, restorative, and preventive care.

The latest addition to the growing number of career training opportunities is a surgical nurse training program.

John Godar and 35 of his 40 West Valley ROC graduates pose outside new Woodland Hills headquarters of his corporate trust division.

How West Valley ROC Helped a Bank Keep a Moving Date

One February night in 1970, Reginald Truman, a personnel officer for United California Bank, became absorbed in a television newscast which included a short feature on the West Valley Regional Occupational Center. He might be looking at the answer, Truman thought, to a big UCB headache.

The next day Truman telephoned John H. Godar, vice president of UCB's trust department, and told him his idea. Soon Godar and his assistant vice president, Ed Johnstone, drove to the West Valley ROC center to meet James Wall, the principal, Frank Holley, vice principal, Dr. Chester Cohen, training director, and Margyl Buckel, business education coordinator.

Godar liked what he saw and heard. A 16-year veteran with UCB, Godar is the bank's expert in handling records of stock ownership, dividend disbursements, and other financial matters for corporate clients, including some of the biggest names in American industry. But that day he faced a troubling predicament. UCB was moving his department to West Valley from downtown. Already he was losing employees who were transferring to other downtown departments because they did not want to work in the faraway Valley. Godar not only needed new people, but specially trained ones.

He put the question to the West Valley ROC staff: could they find and train good local employees in such a short time?

Retelling his experience recently, Godar said the ROC staff made a lasting impression on him.

"You could feel they were going to help us," he said. "They asked dozens of questions. They wanted to know what our secretaries and typists would be doing, what kind of accounting machines and forms we use, and what we expect of our employees. And then Mrs. Buckel visited our downtown office. She studied our operation. She collected our forms. Altogether it was a thorough job of digging.

"They soon started the course and counselled qualified students into it. Our first West Valley graduate went to work in October, 1970, and by the time we opened our Ventura Blvd. office in June, 1971, we had 40 graduates from West Valley."

Godar posed for a picture with his ROC employees on the front steps of his new building.

"It's a wonderful group," he said. "They're pleasant. They know their jobs. They're good for our company."

An interviewer asked several employees how they first heard of the West Valley ROC center. The answers were remarkably similar: from previous graduates. Many were housewives. Some once had worked in business, but had enrolled in the regional ROC center to get better jobs than they had before, and to work nearer home.

For Godar the chance discovery of the ROC program proved a good thing. UCB had acted on a researcher's advice in locating the trust department in West Valley because, among other things, the bank was assured it could find good labor resources in the area.

"That proved true, with all due credit to the West Valley ROC," Godar says. "More than a third of our trust department staff—40 out of 110—came to us from the center. Every one was well trained. Not one had to be terminated for lack of qualifications. They are stable, reliable, and they are moving up with us."

In a tour of his new offices, Godar pointed out advanced equipment which his employees will learn to use, including computer terminals and other machinery. As for his experience with ROC, Godar said he would do it all over again if he had to. And he would gladly recommend it to other employers, whether they need 1 or 100 workers.

"We got exactly the kind of people we needed," he said. "How can you beat that?"

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Reaching Out. . .

Bienvenidos!

Mexican-Americans Hail Opening of Occupational Center

by Jean Lovell Smith

Amidst festivities at the dedication of the Center, U.S. Congressman Edward Roybal (left) congratulates Oscar Gallego, the Center's principal. Congressman Roybal delivered the keynote address.

The Mariachi Los Gallos turned the dedication ceremony into a fiesta that dramatized the jubilance of the East and Northeast Mexican-American community as it viewed Phase I of the new East Los Angeles Occupational Center.

The waiting and the watching for a vocational training facility tailor-made for the Mexican-American sector of Los Angeles was over; the reality was here and now, and the people rejoiced at the tangible evidence of their own Center.

The East Los Angeles Occupational Center is one of five centers located in strategically placed areas in the sprawling metropolis of Los Angeles. To fully understand the great need for the emergence of this most recent center in the heart of a proud, complicated and often misunderstood community, one must first comprehend the history, the culture, and the language of that community.

The Not So Culturally Deprived

Despite the fact that Spanish and Mexican people pioneered the Los Angeles area and made important contributions to its history, hundreds of thousands of Mexican-Americans are relegated to inferior jobs in poverty-stricken neighborhoods. Mexicans have been indigenous to Los Angeles since the 1700s. They were here long before the Anglo-American began his western movement from the Eastern Seaboard.

By the time the Pilgrims had landed on Plymouth Rock, Mexican-American ancestors had already established a University in Mexico City. The same ancestors had built pyramids that surpassed those of ancient Egypt, had developed a calendar more accurate than the one we use today, had developed an advanced civilization accenting science and mathematics that pre-dated Europe by centuries.

Is it any wonder that the Mexican-American in East Los Angeles shrinks at the term *culturally deprived?*

But everyday life in the barrios of East Los Angeles epitomizes glaring deprivations other than of culture—status, income, housing, education. Mexican-Americans are the least represented in government and the political process, have one of the lowest levels of income, have one of the largest rates of unemployment, and the lowest educational achievement of any group in Los Angeles. The vicious cycle of poverty and low levels of education, employment and income envelops the Mexican-American community with a special vengeance.

Travesty on Literacy

According to the 1970 census of the Los Angeles metropolitan area, 38 percent of the area's Mexican-Americans 25 years of age and older have completed eight years of school-

ing or less. While only 25 percent have attended school through the twelfth grade, Mexican-Americans have a median level of 9.2 years of schooling as compared with 12.3 for the nation. Unemployment is consistently higher, currently up to 25 percent in crowded sections of East Los Angeles.

The primary language of the Mexican-Americans in East Los Angeles is Spanish; thousands of adults who have been in Los Angeles for generations speak little or no English. Nearly every child who enters school has Spanish as his first language.

Despite some halting progress toward bilingual education, the typical school curriculum offers instruction only in English, a language foreign to children who are reared only in the mother tongue that parents have been able to provide. Hence, the children cannot understand enough to communicate the experiences of the classroom and subsequently, loose interest, lag behind, develop failure trauma, and become potential or real dropouts. What a travesty, when literacy in two languages can be such a tremendous asset!

Affected by Automation

Census data for the past four decades show that the Mexican-American, like the Anglo-American, has become increasingly urbanized. However, examination of the occupational distribution of employed urban Mexican-Americans indicates that the increase in urbanization has in no way been accompanied by a commensurate elevation in occupational skill level.

Mexican-American participation in the professional, technical and skilled fields is lagging considerably. Occupations in which Mexican-Americans are employed are those with relatively low status and low wages and also those most affected by automation and technological change.

With increased automation, with the current economic slump, and with a language barrier that precludes escape from an insular employment scope, the Mexican-American in the 1970s is subsisting in frustration, resignation, and in the recognition that his lot is inequitable as compared with that of the mainstream of American society.

Hand-Picked Staff

It is in this setting that the East Los Angeles Occupational Center opened its doors. Here under the guidelines of the Regional Occupational Center, as set forth by the California State Department of Education, a very special program is being developed and refined to meet the needs of a very special population.

The East Los Angeles Occupational Center is administered by the Los Angeles Unified City School District, Division of Career and Continuing Education. Principal Oscar E. Gallego has hand-picked a staff with the expertise and sensitivity necessary to implement an occupational program in East Los Angeles.

Because the California State Department of Education spells out the guidelines of all Regional Occupational Centers, the basic implementation must be interpreted in East Los Angeles to relate to the bilingual and monolingual students whose past lives have been insular both in experience and in location. Bilingual instructors equipped to teach their vocational vocabularies in two languages are employed wherever desirable.

All instructors hold state-granted credentials, all have at least seven years of experience in industry, and all are committed to further study at a local university in methods and procedures of vocational education. Inservice education is an important aspect of their upgrading program.

Because the instructors are so knowledgeable in their fields, they are also involved in the ultimate job placement of students.

Continuous counseling is an integral part of the total training program. The team approach employed by the instructional staff and counselors is an essential factor in this counseling program. Regularly, a counselor will join the instructor in the classroom to discuss various aspects of employment from application through job advancement.

Mock interviews are conducted with the use of tape recorders so that students can hear themselves in comparison with others and subsequently gain the confidence to undergo the real job interview.

Through individual conferences and group sessions, the counselor seeks to alleviate such problems as nonparticipation in class, absenteeism, and inability to relate to other students or instructors.

Programs With Placement

The Center's primary objective is to train in-school and out-of-school youth and adults for employment in occupations which surveys have shown to be open to qualified persons. The continuous surveying of the community to determine employment demand is a total staff endeavor achieved by close contact with the California State Department of Human Resources Development, exploration of the community, and regular meetings of an effective community advisory committee.

Training advisory committees are established for each program and meet periodically to evaluate curriculum, equipment and placement, and to consider the need for new training programs.

Among programs currently offered are business education, custodial engineering, computer drafting and blueprint reading, bus driving, child care assistant, nursing assistant, hospital ward clerk, licensed vocational nurse, welding, auto mechanics, auto body repair, offset printing, and radio and television repair.

Placement of graduates from all vocational programs has been rewarding, particularly from the standpoint of the demonstrated need for bilingual workers. The Los Angeles International Airport needs office workers and receptionists who can speak Spanish as well as English. Hospitals, convalescent homes and social agencies need bilingual health workers to serve the monolingual population. And many other industries benefit from workers who can communicate to Spanish-speaking customers, be they bus passengers or drivers with carburetor trouble.

A special attribute of the health programs is the close tie-in with the huge Los Angeles County/University of Southern California Medical Center which is located within walking distance. Consequently practical training is conducted in the wards of the hospital, resulting in almost 100-percent placement at the hospital.

Agencies Know It's There

The Center is open the year around. In most programs, individualized instruction makes continuous enrollment possible. Community agencies respond to this flexibility in admitting students. There is a constant need for occupational education in the community, and many agencies regularly refer their clients to the Center for training.

The most frequent referrals come from MDTA programs, The Work Incentive Program, Model Cities, Neighborhood Youth Corps, Civil Service agencies, Division of Apprenticeship Standards, Concentrated Employment Program, Department of Public Social Service, Veterans Administration, United Community Efforts, the Economic and Youth Opportunity Association, and the Mexican-American Opportunities Foundation.

Occupancy of Phase II of the Center, which will accommodate many of the classes currently offered at branch locations, is planned for this fall. Housed in this structure will be a media center which will include a section in individualized instruction for Spanish-speaking students. Among vocational courses planned are Spanish for health occupations, inhalation therapy, x-ray technician limited, maintenance repair, and word processing and key punch.

Phase III will be the permanent structure housing the remainder of the total program. In the words of Principal Gallego it will be a "distinct landmark for occupational training and a cultural center for a community which has the largest Mexican-American population in the world outside of Mexico City."

Guiding Philosophy

Success at the Center stems from the following philosophy which has guided all operations since the foundation was poured for the first building in Phase I.

We at the Center believe that vocational training is essential to employment that is designed to upgrade the lives of people who heretofore have had little opportunity to become a part of the mainstream of American society.

We believe that the Center must help students to understand their behavior in relation to the world of work and to living. While we know that failure has often been the fact of life for those we serve, we believe that success experience is possible.

We believe that proper job attitudes lead to higher levels of achievement and that we must guide students so that they will constantly evaluate their own goals and the degree to which they are attaining those goals.

We believe that basic education skills must be provided tangentially to occupational training and that they must be taught in the most clear-cut and meaningful manner.

Finally, we believe that human values come first. Only by putting human values first can we expect students to develop an understanding of the relationships involved where people work together.

A Promise That Will Be Kept

We work with many employers who look to us for competent employees. They have placed their confidence in the training capability of the East Los Angeles Occupational Center. When an employer calls and asks for an auto mechanic, welder or typist, we propose to send him exactly the employee he requests.

Our goals are high. We do not expect to send out journeymen level employees, but we do seek, at minimum, to send out those who qualify for entry level jobs in their vocational areas.

Promises are sometimes difficult to keep and are often broken. But we can promise that every student will have the attention of the Center staff and all the understanding we can command.

We feel that the team approach developed at the East Los Angeles Occupational Center is proving an invaluable asset to the community. The close working relationships between the Center personnel and the community agencies, advisory committees, and community at large have made the Center's training program a vocational influence in the socio-economic life of East Los Angeles. □

About the author

A member of the counseling staff at the East Los Angeles Occupational Center, Jean Lovell Smith has served the Los Angeles Unified School District for the past 18 years, working with various minority communities in a series of assignments.

Mr. WEXLER. Our next witness is Mr. Freddie Ayala.

STATEMENT OF FREDDIE AYALA, EMPLOYEE, EAST LOS ANGELES SKILL CENTER, LOS ANGELES, CALIF.

Mr. AYALA. Honorable Senator Cranston and Senator Pell and distinguished hearing members.

We at the East Los Angeles Skill Center welcome this opportunity to relate to you the outcome of a seed planted by the earlier Congress and the hope and success that it has brought to those of us East Los Angeles residents since its inception in June 15, 1966.

Seventy-five adults gathered in a converted factory building located less than a third of a mile from the Mara Villa housing project. A few spoke very little English and there was someone to represent each of the families. Many were veterans of World War II and Korea and many were on welfare. But, all of them shared one common problem. The problem involved unemployment in a society where the problem is misunderstood, but not to them. All of them lacked job skills.

It was then realized that training and employment went hand in hand. This concept germinated quickly and blossomed and this program was to be different than any other dreamed of. It exhibited the training need of the community with the technology of the training system available.

While these men were training, at the same time, the employment service provided a minimum living allowance, so that the trainees could continue to see their families while they learned. This idea extended into modern classrooms, and by May of 1967, special staffs recruited directly and were training 1,400 men, women, and youths on an 8-hour-a-day schedule.

One year later, in 1968, despite the highest placement rate ever achieved by the skill center, 98.7 percent of those completing it received the first series of cutbacks.

Each year, since 1968, we have systematically been cut, and apparently, irrespective to the intent of Congress, for the high performance of the program. But, today we reach the most critical moment at the skill centers serving those other communities of Los Angeles.

Congress should be capable of aiding the plight of the jobless and the unskilled, because the hope that was once created for those who participated in these programs, will terminate to despair and unemployment, and then it will turn to poverty, and once again we'll be turning the books on our own fellow Americans.

Congress should act to provide a job placement average of 94 percent.

These skill center programs should be given a high degree of flexibility in the program and also, instructors should be hired directly from business and industry.

Our staff is 86 percent bilingual and biculturally sensitive and they can emphasize the prophecy of failure if people were to drop out of the programs. Our trainees have learned that alienation is not an automatic byproduct of the American way of life.

Here at the skill center, we have worked side by side with an utmost feeling of dignity and with mutual respect for the trainees who are learning at their own individual rates. When they are ready, they are

able to graduate and work. There are no semesters and no quarters and no breaks, and we are not going to let personal and home and legal problems cause the trainee to drop out.

Third, a cooperative planning approach strengthens the school center with businessmen and industrial leaders with education and with potential employees, so that the trainee is assured of the best training for definite job placement.

In the Los Angeles area alone, over 10,000 heads of households have been trained. We have tried to support them and to teach them a way to help themselves, and in the process, hundreds of employments have helped them out and us out through jobs.

Many of the employers in this city are waiving the high school diploma in favor of the skill center written and oral examination, which enables many trainees to be hired on the spot. Private industry and many employers and companies are now asking us for trained personnel.

After 6 years of experimentation and adaptation and adjustment, it has been proven to us that the center each day is blossoming and turning out the most valuable product in society. We are helping the economic mainstream of our society, not only in East Los Angeles, but in Watts, Venice, San Pedro, Wilmington, Pacoima, and other poverty pockets.

The centers were at first created by a Congress which wanted to show the Americans a better way. Now, we ask you to consider not only the conditions but to increase them so that there may be effective service to the unemployed adults and youths.

Our center maintains a most able bilingual staff hired directly from industry or training facilities to help train those to prepare to work, and we have demonstrated our capabilities, whether they be to male or female adults or youths; whether they be on welfare or a returning veteran from Vietnam, a high school dropout or a parolee from prison.

You are kidding yourselves if you think that the skill centers cannot help to eliminate the stigma of unemployment which society itself has helped create.

Mr. WEXLER. As we sit here and speak this language, we see the legislation flower. It is exciting to see a program evolved to something really great. I think that we all here on this committee share your concern about the cutbacks.

Mr. AYALA. Well, we have an active community advisory council that is made up from the people of the industry themselves and they keep us aware of all the changes that are going on in industry, and they keep us aware of job opportunities.

Mr. WEXLER. Thank you very much.

Mr. AYALA. You're welcome.

Mr. WEXLER. Our next witness is Mr. John De La Santos, who is from the El Paso Community College in El Paso, Tex.

Mr. De La Santos?

STATEMENT OF JOHN DE LA SANTOS, EL PASO COMMUNITY COLLEGE, EL PASO, TEX.

Mr. DE LA SANTOS. I do not have a prepared statement. I would like to thank you for your allowing me to say a few words.

I'd like to thank the people here also for participating in this hearing. And I want to say, from the very beginning, that I've sat throughout the hearing, and I have really learned a great deal, and this has been one of the most productive mornings that I've had in a long time to be able to hear people express their concerns and their ideas and especially hearing about some of the really exciting programs that you have here.

I'm speaking and going to make the following comments. I work as a member of the Commission of Governmental Affairs with the American Association of Community and Junior Colleges, and one of the reasons that I was so interested in coming here to represent this Commission of Governmental Affairs is because the Community Junior College Association, at the national level, has an assembly composed of about 100 people from different walks of life, and we have some representatives certainly from Los Angeles; educators, businessmen and so forth, who give the association direction as to the different priorities that they should pursue.

One of the priorities is bilingual and bicultural education at the community college level. This is certainly a big, big, you might say, statement. I would first like to concur with the definition of bilingual-bicultural education as defined by Mr. Ramiro Garcia, who earlier defined it. I would also like to sort of give you just a few descriptions of the impact of the community college on manpower training.

The latest college entrance examination report which just came out last year in 1972 cites that 17.4 percent of the students in community colleges in the Southwest are bilingual, that is, they are bilingual as defined by surname. But, nonetheless, this is a pretty large percentage and it indicates that the community colleges are moving forward toward enrolling and including more students in the educational programs.

Texas has 44 community colleges with about 200,000 students and California has 99 community colleges with more than double the number of students that are in Texas. In fact, California has 500,000 students enrolled in its community colleges. However, California has only 8.4 percent of the student body population within the community colleges with Spanish surnames. So, by no means are community colleges at this point in California representing ethnic groups of the population of California.

Although community colleges may have success, there still really remains a great deal to be done, and one of the areas is in manpower training through technical vocational programs and education.

If we are to be successful in the Spanish community, we are going to have to design the programs to fit the needs of the students, rather than to put them through a mold and to say, "Okay, you fit right here."

The community colleges right now are caught in a double squeeze. First of all, we have the student needs, the student characteristics and the student demanding special opportunities that are distinctly culturally different than what they are getting right now. And also another language that is primarily both English and Spanish to be able to communicate with. Therefore, we have the students that come to us with the need, with educational aspirations, and with real concerns, and we have them, whether we like it or not, but——

Mr. MILLENSON. May I ask a question, please? Do you teach any special courses?

Mr. DE LA SANTOS. You mean bicultural programs?

Mr. MILLENSON. Quite a few of them, I know, are taking, let's say, health professional courses, and a lot of them are taking academic courses. How do you define that?

Mr. DE LA SANTOS. Over all, I think that there is more or less a backlash, especially by the Chicano community on technical vocational programs.

One of the reasons for the history of neglect and discrimination that has existed within the public schools was basically those that have been channeled towards a vocational program that was really not at all successful, not in terms of what I heard today.

But they were—in other words, they were put, maybe, to do upholstery work or to do mechanic work. But, when they got through, they had nothing, so far as skills.

There is a lack of trained personnel to conduct and to operate this bilingual training program. Right now, for example, in the community colleges throughout the southwest and throughout the United States, I could count on my fingers of both hands the administrators that we have that are bilingual and bicultural.

The faculty representatives are disproportionate for the Chicanos. The classified personnel situation is a little bit better but not that much better. So, what we have here are students that are distinctively, linguistically and culturally different from the instructors that are attempting to teach them.

You mentioned programs. We do have some, but certainly not to any great extent. There's a few successes and, there is probably more than a few successes, that is, of projects moving toward providing, more particularly, bilingual and bicultural education. That is the need in the community college level, but in order to do this right now, the elementary and secondary schools have to move toward bilingual and bicultural education. To do this, we have to have the trained personnel to do this. We also have to have money to do this.

Mr. ALDRIDGE. The administration has proposed a preliminary budget that would eliminate the bilingual category. There may be some chance that we can get your training money and put it back into that program. But the problem is to try to get the administration to spend it, and that is a problem.

Mr. DE LA SANTOS. OK. I commend the efforts made by the Senators.

Mr. WEXLER. Thank you very much.

Our next witness is Ms. Naomi Harrison.

STATEMENT OF MS. NAOMI HARRISON, CURRICULUM CONSULTANT

Ms. HARRISON. I have some very, very short comments. I just want to react and to answer some of the questions that some of you gentlemen asked some of the other speakers.

One of the questions that you asked was the difference between bilingual education and English as a second language. As curriculum consultant and as someone that has worked in the title VII and title III programs, I think that it is important that when we are talking

about bilingual education, we are talking about the total education and we are talking about the concept and the situation, as well as the second language.

With English as a second language, we're talking about a second language, and this is what we want provided for our youngsters, so that they may be able to acquire English and Spanish as well, so that they will not drop out at the high school level.

I think that this is an important point that we should include in these hearings.

Second, I want to react or add some information to another question that one of you gentlemen asked. You asked about the teachers that made up our program—our particular program title VII. We have 28 Mexican-American teachers, and we have 22 Anglo teachers. We have 12 black Central American-Spanish and/or gentile that are bilingual teachers, and all of these teachers are bilingual, and we have provided and are providing bilingual education and backgrounds so that they can work with these children.

The last comment I had was in relation to this gentleman that just finished speaking as to the need that we have for moneys to train teachers on the college level. We have had difficulty staffing, even though we have been fortunate in staffing 100 percent bilingual teachers, but we have difficulty because the institutions of higher learning have inadequately trained teachers, and we have had to go out of State to locate those who are bilingual.

So, those are the three things that I wished to include in this hearing.

Mr. WEXLER. Thank you very much.

Our next witness is Mr. Samuel Olague.

STATEMENT OF SAMUEL OLOGUE, LOS ANGELES, CALIF.

Mr. OLAGUE. I'm Samuel Olague of 2646 Floral Drive.

Bilingual education should have been here a long time ago, ever since the treaty was signed between Mexico and the United States. The treaty says specifically that it's for the natives of these United States and the United States has ignored to teach our schools because Spanish is the language, because it is the mother tongue of this land. All these years, they have ignored to teach Spanish.

When that treaty was signed by the President, James Polk, in 1848, there was money available then, and there's money now that should be available for this education. This education has been ignored ever since then, and I don't see why you're having so much trouble here.

English was not the first language adopted here. After all, when all those people formed together, it became the English language that we're supposed to speak now. When these people came here, they already had the Spanish language, which we are the natives of this land, and ever since then, I don't see why that at the time that our President signed the treaty, didn't see that Spanish should be taught in all the schools.

Now, they have a different system. The Federal Government should get in to the board of education and get all those children in grammar school and teach them so that when they leave these schools, they should have 100 percent English and Spanish.

What they're doing is pushing them from one room to the other and stealing and robbing their education from them. They leave from grammar school and they go into junior high school, and they don't know anything, and then they graduate from there, and they go to high school, and then they drop out, and they don't know nothing to do except to go out and be a carpenter or to go and pick lettuce. You don't need an education to go out and pick lettuce.

Another thing is reading. There's nobody here that can tell me that any student if he's inadequate in reading can accomplish anything at all. It's impossible, so I say, let's quit fooling the people that there's no money. There is money, and it has been available since February 2, 1848, when the President signed that treaty between us and Mexico, and the money was available.

Mr. MILLENSON. Would you say that the Federal Government should aid California and that the other States and taxpayers of the other States are responsible to California? Would you say that this is a solemn treaty obligation dating back to 1848?

Mr. OLAGUE. This is not only in California; it's all over the Southwest, because as I mentioned before, the first tongue was the Spanish tongue and not just in California. I don't see why this should be held from the people. They should all know how to speak English and Spanish.

We've had these gentlemen here talking about these East Los Angeles service centers and programs and projects. As I understand it, these places are poorly located, and not only that, if the people are poorly educated in school, how are they going to learn all those academic things in the centers? The money shouldn't go to the centers; it should go to the schools. It should go toward teachers in the schools schools who should be bilingual.

There is money and nobody can tell me that there is no money. We, as taxpayers, spend money for education, and we don't get it. The Government should stop all this urban renewal and put all those funds into the schools, in the grammar schools, so that they can be 100 percent in reading, because if they don't have the 100 percent in reading at grade school, then you'll have a whole bunch of inadequates.

STATEMENT OF ROSALIO MUNOZ, LOS ANGELES, CALIF.

ROSALIO MUNOZ. As one of my brothers didn't point out, there was a graduate, a Chicano graduate from UCLA, and that was my sister. For the record, she graduated in 1966. One of the reasons that her name may not have been mentioned or counted was because she married a non-Spanish surname.

Mr. WEXLER. Were you the student body president of UCLA?

Mr. MUNOZ. From 1968 to 1969, I was the student body president at UCLA, and since then, there hasn't been a Chicano student body president since.

The first thing, for the record, as Mr. Olague pointed out as one of the problems, was to look at the treaty. Yes, we have that treaty, but it was never ratified by the Senate, so we won't look at it.

Let's be realistic. There are moneys for these kinds of programs that you can put into effect, and I'd like to ask the Congressmen to ratify the treaty, and for you to seriously consider impeaching President Nixon,

but I would suggest that you start looking if you really want to start to do something effectively, at least for the next few years, to impeach President Nixon.

We need these programs, and it is interesting that some of the students from these programs didn't address this group about the problems of education.

I think 2, 3, or 4 years ago, or before this President came in, that there were half the students in this school that walked out in the street and said that they didn't like the way things were being done and they haven't changed.

In fact, the actions of President Nixon have cut down the hopes of people. One of the directions that things are going in right now in this area is that now moneys are going to control gang activities. They're not going toward schools. They're going for gang activities to try to make everybody believe that the Mexicans are gangsters and that the blacks are gangsters. I can't speak for black people, but I can speak for this community.

They're trying to push the concept that they're putting in Federal moneys to say that Mexicans are gangsters.

Mr. MILLENSON. What moneys are you talking about?

Mr. MUNOZ. Model City moneys have been making statements about using revenue-sharing funds, which is one of the problems. There are acts that Congress has passed that just haven't gone into effect.

Mr. MILLENSON. What you're saying is that Congress passed these laws, but they're not being administered by the President in accordance with the acts of Congress?

Mr. MUNOZ. That's what I'm saying. I'd just like you to consider that.

Mr. WEXLER. Thank you.

Our next speaker is Frank Lopez.

STATEMENT OF FRANK LOPEZ FROM PROJECT LA PLAZA DE LA RAZA

Mr. LOPEZ. My name is Frank Lopez, and I'm on the project for La Plaza de la Raza. I'd like to address myself to the reaffirmation of something that has been the hallmark of the La Plaza de la Raza. This is a concept that has now built three buildings at Lincoln Park, which is about 3 blocks from this site.

La Plaza de la Raza is dedicated to an educational and cultural center focusing on the Spanish language and heritage in this community. I'd like to speak on the ways of human resources that are going on in the southwestern part of the United States.

When I speak of the ways of human resources, I'm talking about the millions of people of Spanish language origin whose potentials and abilities and development are being passed by and have been passed by for too many years now.

The fact is that something like one in six people in the State of California is of Spanish origin. The fact is that Spanish is the second most widely used language in the United States. I am, therefore, suggesting that at the earliest ages, bilingual teaching should be taught.

In the matter of self-motivation, I should like to point out to you that there is an endemic repetition of experience within the people, the Spanish language community that has developed over a long period of time.

You have first the immigrant who does not have this language skill in English. He, in his home, develops the use of his native mother tongue. His child comes into school at kindergarten and is unable to communicate with his teacher and vice versa. This immediately puts that child at a disadvantage. It makes the child feel inadequate and ashamed of his mother tongue. This individual becomes a candidate for a drop-out and usually does. And these generations progress and continue progressing. And we find very little meaning in this until a full breakthrough is developed in achieving the use of the language, because then it becomes a vulgarized type of either English or Spanish.

So, the Congress should take upon itself the carrying out of the needs of the people.

Thank you.

Mr. WEXLER. Thank you, sir.

We would like to thank all of our previous witnesses for their discussion, and the hearing is now adjourned.

[Whereupon the joint hearings were adjourned.]

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